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ABSTRACT

The document presents the last of six modules resulting from a 3 year project to develop and test competency based programs for camp personnel serving the physically handicapped. The module is divided into three units--evaluating the camper's experience at camp, evaluating the camp program, and conducting a self evaluation. An introductory section gives an explanation of competency based instruction, a description of a module, and an overview of the camp director training program. Each module unit contains a content outline, performance objectives, worksheets, and a list of references. A posttest and glossary of terms are also given. It is explained that the competency based instructional format allows the reader to work through the module at his own pace, to test out of the instructional units, and to choose which learning activities to complete. (SBH)

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Appendix P-6

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CAMP STAFF TRAINING SERIES

Module 6

EVALUATING THE CAMP EXPERIENCE

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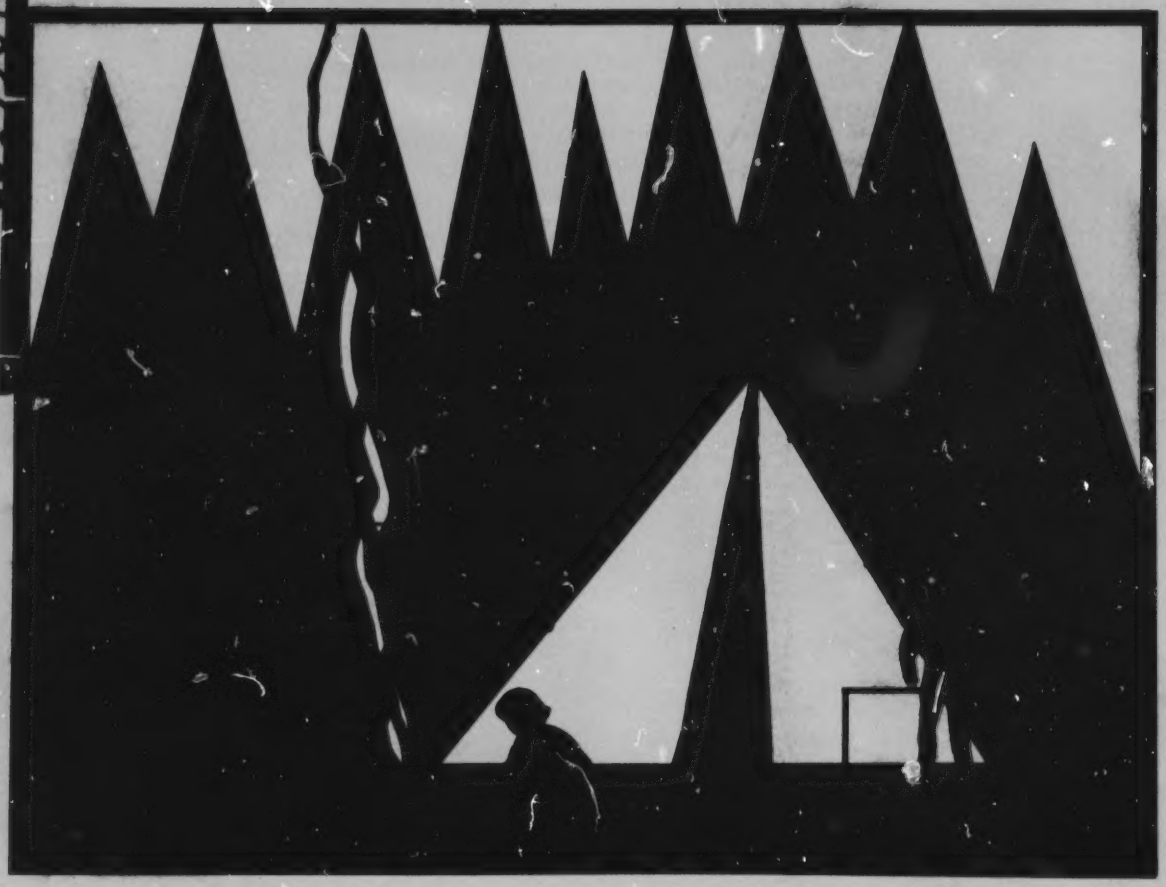

A Competency-Based Manual
For Camp Staff Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

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CAMP STAFF TRAINING SERIES

Module 6

Evaluating the Camp Experience

for Pre-Camp Training

Module S-6

Evaluation of the Camp Experience

for Inservice Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

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Lexington, Kentucky
1979

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Foreword

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edwin W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of Melville J. Appell, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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INTRODUCTION

On June 1, 1976, the University of Kentucky's Curriculum in Recreation and Parks, Department of Health, Physical Education and Recreation, College of Education, was awarded a grant by the Bureau of Education for the Handicapped. The purpose of the three-year grant was to develop and test competency-based training programs for four classifications of camp personnel in camps serving the physically handicapped. Two of these programs, the camp counselor and the program specialist, have been combined to form one training course. The other two training systems have been written for the camp director and support staff.

This publication, the Camp Counselor Training Series, has undergone two years of developmental testing and includes six modules written by noted experts. During the two years of testing, 155 college students and camp counselors from six different locations were involved in trying out the materials. Also, during this time, the materials were repeatedly scrutinized by selected experts. The results of the developmental process are reflected in this publication.

In the following section, you are given an explanation of competency-based instruction, a description of a module and a brief overview of the camp director training program. Finally, for your convenience, a glossary of terms is included for future reference.

What Is Competency-Based Instruction?

Competency-based instruction (CBI) is a rather recent instructional development which has experienced rapid expansion during the sixties and seventies and is the result of increasing demands for accountability, relevance and cost effective education. It is a method of preparing people for jobs based on the actual work to be done. This training approach clearly describes the level of performance expected of each member of the camp staff. In addition, it allows learning to progress at a rate and manner compatible with the learners' or trainees' backgrounds and experiences. The advantages of this approach for training camp staff are: 1) it can be easily tailored to meet the needs of many different camp programs and 2) it can be tailored to meet the needs of each individual staff member.

Competency-based instruction is a flexible, individualized approach to learning that allows the trainees and the instructor to work at the learner's rate without fear of failure. The program's design is based upon competencies or tasks to be acquired as a result of the instructional program. The competencies are stated in performance terms which are made known from the beginning of the program.

With competency-based instruction, the trainees are held accountable for their level of achievement. The trainees know the mastery level that must be attained and are free to choose alternative learning activities that will enable them to meet the stated criteria. The trainees have the option to choose activities which are compatible with their individual learning styles, and it is the demonstrated level of acceptable performance of the stated objectives that is of importance.

When comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the trainees. However, in competency-based instruction, the trainees know exactly what is expected of them. They are given precisely stated objectives which tell what competencies are required and what criteria will be used to assess performance.

The second major difference between traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, trainees who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when the trainees can demonstrate the required competency. Thus, the time needed to complete the unit will vary from person to person.

The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and programs are individualized to allow each trainee to achieve mastery of any given objective by altering the learning activities.

What are the Roles of the Trainer and Trainees?

In a CBI system the trainer's or camp director's role during pre-camp training will become one of advisor and manager of instruction. The trainer will spend more time helping to plan the instructional program, solving problems, and evaluating performance. The trainees will have more of an opportunity to choose learning activities, develop new activities tailored to their specific needs, and bypass certain objectives through testing out of certain units or modules.

Past experience suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. The trainer has more time to devote to developing an atmosphere where creative learning experiences can take place and is

free to actively involve the trainee in the instructional process where positive learning experiences are stressed.

How Does Competency-Based Instruction Work?

In competency-based instruction, there are self-contained instructional packages called modules. A module is made up of units of instruction composed of the following parts:

1. performance objectives
2. pre-assessment and prerequisites
3. learning activities
4. evaluation
5. remediation

Each of the five module components is briefly discussed in the following paragraphs.

Performance Objectives

The objectives are the foundation on which the instructional module is built. They are stated in behavioral or performance terms.

The performance objectives serve as the basis for designing instructional activities, which in turn facilitate the achievement of the desired competencies. Objectives stated in this way open new avenues of communication between the trainees and instructor. Also, the objectives provide the means for evaluation and further development of the instructional program.

The benefits of stating instructional objectives in precise, relevant terms that describe desired performance, include the following:

.....suitable learning activities and evaluation procedures are selected since the trainer knows precisely what the trainees are expected to achieve;

.....because objectives are stated in precise terms, the trainees, trainer and other observers can decide on the appropriateness of the objectives;

.....as the performance objectives are communicated in advance of instruction, trainees know precisely what is expected of them;

.....finally, using this approach enables the trainees to determine if an objective has been successfully accomplished.

There are three basic parts of a performance objective: the terminal behavior, test conditions and standards. The following questions illustrate each part:

a. What will I BE ABLE TO DO after completing the learning activity?

b. What are the CONDITIONS under which I will do it?

c. How will I RECOGNIZE success?

The trainees should be able to answer these questions after reading each objective.

Pre-Assessment or Pre-Test

The term "test" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are often used. Both formal and informal, direct and indirect, and objective and subjective measures are used for pre-test purposes. In some cases, no pre-assessment is needed because it is assumed that trainees have no previous exposure to the content of the instruction or that the content should be periodically reviewed.

In some cases, trainees are required to complete an activity, unit, module or course before starting a module. This is called a prerequisite.

Learning Activities

Learning activities are intended to aid in the mastery of the skill, knowledge or behavior stated in the performance objectives. Each activity is self-contained and designed to achieve a specific purpose, however, each activity still remains a part of the broad comprehensive program.

The learning activities are designed to offer a wide range of alternative activities. A number of options are provided so that trainees can select those which offer the greatest opportunity for individual success, are most in tune with each persons learning style, and will allow the trainees to achieve mastery of the material in the shortest possible time. Also, trainees have the option of designing, with assistance, their own learning activities.

Evaluation

As with pre-assessment methods, evaluation procedures may vary widely. They are designed to measure whether or not trainees can

successfully demonstrate the competencies required for mastery of the performance objectives. If trainees are unable to demonstrate competence, the trainer will attempt to determine whether this was due to a lack of ability, motivation and/or effort; inappropriate or ineffective instruction; unrealistic expectations as reflected in the objectives; or another reason or combination of reasons. After the cause has been determined, remediation will be prescribed to assist in mastering the competency.

Remediation

Remedial activities are learning activities which provide trainees additional practice or assistance in mastering a performance objective which has not been successfully achieved. The activities used can be similar to the original instructional activities used in the module or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give another opportunity for success.

Camp Staff Training Series

The camp counselor and program specialist training series was designed to provide the trainees with the skills, knowledge and behaviors necessary to achieve a minimal level of competence in camps serving the physically handicapped. The two unique features of this training program are its field orientation and its individualized learning experiences.

Based on the results of a task analysis procedure, the instructional program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific competencies which camp counselors or program specialists need to successfully perform their jobs. Although the program can be used in a variety of ways—as a part of a college course, as an institute or workshop, or as pre-camp training—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. At the onset, the trainees are informed of what they are expected to accomplish as a result of the training. Then, the trainees are presented with a variety of learning activities. From this list the trainees can select activities which best suit their individual needs or style of learning. In addition, the trainees can bypass certain units by the testing out of them. Also, they can elect to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests. All trainees who successfully complete the program should be able to function effectively on the job in spite of varying degrees of prior training and experience.

Directions

There are six modules in the training program. They are listed below:

1) An Orientation To Camping and the Camp
2) Knowing the Campers
3) Camp Program Planning and Leadership
4) Camp Health and Safety Practices
5) Dealing with Camper Behavior
6) Evaluating the Camp Experience
S-6) Evaluation of the Camp Experience

The trainees are to complete any or all of the six modules in the order designated by the trainer or in the order presented in the program.

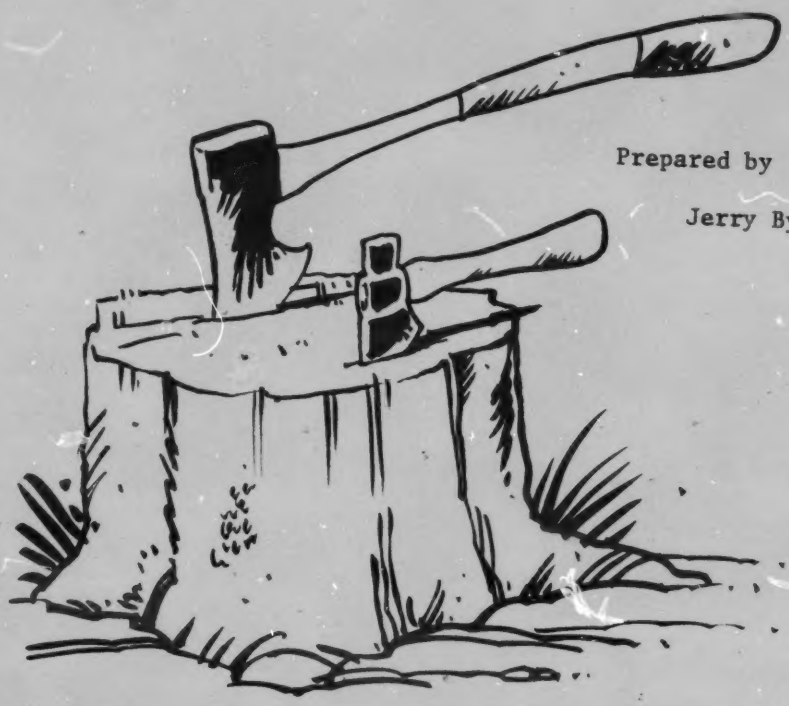
Upon beginning a module, the content outline and performance objectives should be read. If upon beginning a module a person feels that the performance objectives can be achieved with 90 percent accuracy without participation in the learning activities, then he or she can elect to take a pre-test or post test. If the pre-test is passed successfully, then the trainee can proceed to the next unit or module; otherwise, the trainee should participate in those learning activities which will enable him or her to achieve the performance objectives; and then complete the post test.

Prerequisites

Through task analysis, a number of skills, facts and behaviors were identified as being prerequisites which camp counselors or program specialists must possess before beginning an on-site training program. It was decided to provide the major portion of these prerequisites in two modules within the training program. These are Module 1, which deals with basic information about camping practices and philosophy, and Module 2 which contains information about campers' growth and development, characteristics and physical disabilities. There are other prerequisites not covered in these modules which it is assumed all trainees will possess prior to beginning field training. These are primarily skills which include mature judgement, consistent behavior, sincerity and effective communication.

Module 6

Evaluating the Camp Experience



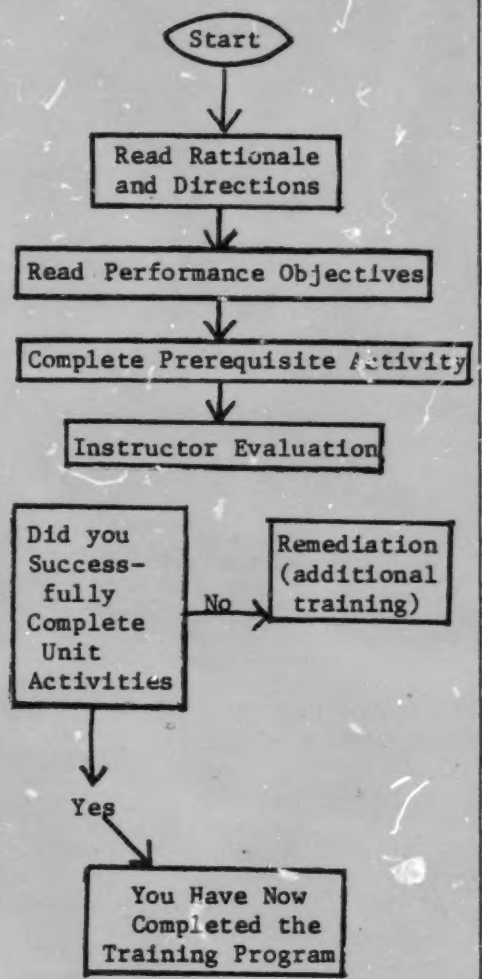
Prepared by

Jerry Byrd

Evaluating the Camp Experience

Flow Chart

Steps to Follow to Complete Each Unit



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Evaluating the Camp Experience

Introduction

There are two evaluation modules in this book. The first module, "Evaluating the Camp Experience," was designed primarily to be used in the classroom or during pre-camp training. The second module, "Evaluation of the Camp Experience," was designed to be used during the camp season and can be found on page 71. The units for either module can be interchanged. Follow the directions of your trainer.

This module 6 will provide you with the information regarding the essential nature of evaluation as it relates to your job at camp. Evaluation is often a misunderstood component. It evokes images of mounds of paper work, extensive testing and complex statistical techniques. This module attempts to alleviate these misunderstandings by outlining areas of the camp program which the camp counselor and program specialist need to evaluate.

This module 6 provides you with the opportunity to learn how to evaluate campers, the camp program and yourself using observations and simple recording methods. The primary focus of the module is on the practical applications of evaluation techniques.

Directions

Module 6 is divided into three units of instruction. Note that there are no pre-tests in this module.

You must, therefore, work through all the units, following the directions given in the units and by the trainer.

To complete the module, you should read and follow the directions provided below.

1. Read the introduction, table of contents, and flow chart.
2. Read the performance objective checklist and check off any performance objective you feel competent to perform without completing a learning activity.
3. Complete the prerequisite activity.
4. Complete the necessary learning activities.
5. Determine if you wish to complete any enriching activities.
6. Discuss the evaluative worksheets and other resources with the trainer. If you are having difficulties, discuss plans for remediation.

See Module S-6, "Evaluation of the Camp Experience," for on-the-job activities.

Module 6

Evaluating the Camp Experience

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 6. Check each performance objective you feel competent to perform. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit 6.1 Evaluating the Camper's Experience at Camp

_____ 1. Observe a small group in a camp setting, for a minimum of 30-45 minutes and record your observations according to the Diary Recording System as learned in the prerequisite activity.

_____ 2. Participate in a 30-40 minute small group discussion under the direction of a designated leader where as a group you will list three similarities and three differences found in the observer's notes, identify deletions in the observer's notes, and finally state five ways a counselor's recording of direct observations can be used.

____ 3. Complete the evaluative worksheet in its entirety, return it to the trainer to be reviewed and evaluated, and then discuss the results with the trainer.

Unit 6.2 Evaluating the Camp Program

_____ 4. Collect (either through the camp's methods or methods devised by yourself) evaluative responses from campers regarding their assessment of the camp program.

_____ 5. Collect (either through the camp's methods or methods devised by yourself) evaluative response from other staff regarding their assessment of those program activities and areas for which you are responsible.

_____ 6. Using recognized methods of evaluation (measuring observations against predetermined camp goals), assess the extent to which the actual camp experience has met the goals set at the beginning and/or revised as necessary throughout the experience.

_____ 7. Communicate your evaluation of camp programs to other staff using the methods of the employing camp in order to contribute to the camp's total process of evaluation.

Unit 6.3 Conducting a Self-Evaluation

____ 8. Using a specified reading and checklist provided, list at least four goals to be accomplished during the training program.

____ 9. Using the specified reading and the checklist provided, measure in specific terms, your camp activity skills, interpersonal communication skills, and attitudes toward yourself, peers, and physically disabled campers.

____10. For each area of skill development mentioned in performance objective 2, design a plan for personal growth during training, listing areas of skill performance which need improvement, goals to accomplish, methods of achieving the goals and determining how and when these goals will be achieved.

____11. Upon completion of the training program, assess your achievement of goals during the training sessions and design a plan for continued personal growth during the camp season, listing areas of skill performance that need improvement, goals to achieve, methods of achieving the goals and determining how and when these goals will be achieved.

Module 6

Prerequisite Activity

You may have read selected material from Hartwig and Myers - Camping Leadership and Shea - Camping for Special Children in Module 3. For this module, you will use material which relates to direct observation and recording information. You may review pages 65-77 from Hartwig and Myers and page 39 from Shea. Take notes on those items and procedures which you feel will help you to achieve the performance objectives, which apply to the camp setting, and which apply to the age group you will be working or prefer to work with at camp.

Related Readings

a. Cohen, D. H. and V. S. Stern. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, 1958.

b. Hartwig, Marie D. and Bettye B. Myers. Camping Leadership: Counseling and Programming. St. Louis: The C. V. Mosby Company, 1976.

c. Hendrick, J. The Whole Child: New Trends in Early Education. St. Louis: The C. V. Mosby Co., 1975.

d. Nelson, M. and J. Worrell. Managing Instructional Problems: A Case Study Workbook. New York: McGraw-Hill Book Company, 1974.

e. Rowan, B. The Children We See. New York: Holt, Rinehart and Winston, Inc., 1975.

f. Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977.

Module 6

Evaluating the Camp Experience

Unit 6.1

Evaluating the Camper's Experience At Camp

Content Outline

I. Evaluating the Camper's Experience at Camp

- A. Observation: An Evaluation Tool
- B. Recording Observations
- C. Receiving and Using Observations for Other Staff
- D. Preparing Summary Evaluation Reports

Trainee Information

There are three (3) objectives which you must be able to do in this unit before going to Unit 6.2, Evaluating the Camp Program. To help you complete the objectives, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit 6.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Observe a small group in a camp setting for a minimum of 30-45 minutes and record your observations according to the Diary Recording System as learned in the prerequisite activity.

2. Participate in a 30-40 minute small group discussion under the direction of a designated leader where as a group you will list three similarities and three differences found in the observer's notes, identify deletions in the observer's notes, and finally state five ways a counselor's recording of direct observation can be used.

3. Complete the evaluative worksheet in its entirety, return it to the trainer to be reviewed and evaluated, and then discuss the results with the trainer.

Trainee Information

To help you accomplish performance objectives 1, 2, and 3, you must do one of the following learning activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. You will be organized into groups of six to eight for this activity. There will be a leader assigned to your group who has the skill and knowledge to direct the learning activity. The purpose of grouping together for this activity is to provide you with an opportunity to role play, note, observe, discuss, and record a variety of situations which you might observe during the camping season.

ROLE PLAY - Each participant in your group will draw a predetermined situation at random and act out the situation for the group.

OBSERVE and NOTE - While the participant is acting out the situation, the remaining members of the group will observe and note what is happening using the Diary Recording System described by Hartwig and Myers.

DISCUSS - After the role playing situation is completed, the observers will review what they noted for the group. The leader will help the group compare differences and similarities between

Unit 6.1

what the role players were trying to convey and what the participants of the group observed. "Observation of Behavior" and "Determining Target Behaviors" found in the worksheets will help you achieve the best results for this section of the activity. Be sure to use the worksheets for summarizing the results of your discussion. Finally, list five ways direct observation can be used by camp staff.

RECORD - At the end of the role playing session, each trainee is to write a summary based on their observations. "Evaluating the Camper's Experience at Camp" will help you organize the information for your summary. The summary is to be returned to the leader to be reviewed and evaluated.

or

1b. You will be organized into groups of two or three pre-camp trainees for this activity. A small group of four to eight campers will be selected whom you can observe without being a participant. A leader will accompany your group or be with the group you are to observe. The purpose of this activity is to provide you with a real camp situation which you can observe, note, discuss, and record.

OBSERVE and NOTE - While the group to be observed carries out its function (working, playing, learning, discussing), the observers are to make notes on what is happening using the method described in the readings. The observation period will be restricted to 30-45 minutes. Observe the participants and not the leader. Note: This is an actual group in action while learning activity 1a. is role playing.

DISCUSS - At the end of the observation period, the leader will meet with the observers to review and discuss the observation notes. Each observer is asked to review what he/she has noted. The leader will help the group to compare similarities and differences among the notes reported, identify deletions in the notes. "Observation of Behavior" and "Determining Target Behaviors" will help your group summarize their observations.

RECORD - At the end of the discussion session, each observer is to write a report which will summarize and evaluate the observation and discussion period. The report is to be returned to the leader to be reviewed and evaluated. The report should use the information listed on the worksheet "Evaluating the Camper's Experience at Camp."

NOTE: If a group is not available for observation, the trainer may wish to provide a videotape or film of actual campers to observe.

Unit 6.1

Follow-up Activity

Those trainees who will be working as camp personnel should select a camper during the first session or the first ten to fourteen days of camp on whom to write a case study. Use the case study approach described by Hartwig and Myers.

Enriching Activity

(The enriching activities are planned for those of you who have experience with evaluation. These activities allow you to use your past training to help others or as a basis to increase your knowledge.)

1. Interview your supervisor, trainer, camp director, or other knowledgeable professional asking for a description of the ways in which the counselor's evaluation reports are used. Determine which items of observation will be most helpful to the camp. Take notes or record the interview for future use and reference.

2. Read five to ten counselor reports on campers. As you read, identify and categorize the traits and/or actions mentioned by the counselor. Analyze these items to see what most counselors observe in campers. Decide whether these are pertinent items for observation and recording in terms of aiding the counselor in evaluating the camper's experience while at camp.

Remedial Activity

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

1. The leader will discuss the evaluative worksheets with each trainee. If you are having problems in observing and recording, the trainer will help you to develop an appropriate plan to achieve the performance objectives. Suggestions for remedial activities could include: additional reading in group dynamics, additional observation of groups accompanied by an experienced observer, reading reports from other counselors, or comparing notes.

Evaluation Criteria

The observation, evaluation worksheets and written report must meet the standards outlined by the trainer.

Unit 6.1

References

Cohen, D. H. and V. S. Stern. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, 1958.

Hartwig, Marie D. and Bettye B. Myers. Camping Leadership: Counseling and Programming. St. Louis: The C. V. Mosby Company, 1976.

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Nelson, M. and J. Worrell. Managing Instructional Problems: A Case Study Workbook. New York: McGraw-Hill Book Company, 1974.

Reimann, Lewis C. The Successful Camp. Ann Arbor, Michigan: The University of Michigan Press.

Rowan, B. The Children We See. New York: Holt, Rinehart, and Winston, Inc., 1975.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977.

Ure, Roland W. Fifty Cases for Camp Counselors. Rev. Ed. New York: Association Press, 1946.

Worksheets

Unit 6.1

Observation of Behavior

Directions: Complete the following worksheet while observing the group and summarize the types of behavior observed. Determine the number of persons making the same observation and calculate the frequency of observations.

TYPE OF BEHAVIOR OBSERVED	NUMBER OF PERSONS MAKING THE OBSERVATION	FREQUENCY OF OBSERVATION

Unit 6.1

Determining Target Behaviors

Directions: Based upon group consensus, determine and list behaviors that need to be increased or decreased. Note their present level of occurrence and determine intervention strategies and goals to be achieved.

BEHAVIORS TO BE INCREASED	PRESENT LEVEL	INTERVENTION STRATEGY	GOAL

BEHAVIORS TO BE DECREASED	PRESENT LEVEL	INTERVENTION STRATEGY	GOAL

Unit 6.1

Evaluating the Camper's Experience At Camp

Directions: Answer the following questions after completing the first worksheets for this learning activity.

1. Were the listed behaviors observed during group functioning and within the time limits specified in the learning activity?

2. Were observation notes produced on each member of the group?

3. Did the observation notes include items which indicate that you can identify certain general roles, functions, and participation acts of group member, as well as some specific examples of behavior to support these identifications?

4. How were the observations in the example used?

Unit 6.1

5. Why were these observations used?

6. Were the observations actually used to draw general conclusions?

7. Was there evidence of use of specific items and examples in drawing conclusions and planning an intervention strategy?

8. Did the intervention strategies and goals logically follow from the observations made?

Module 6

Evaluating the Camp Experience

Unit 6.2

Evaluating the Camp Program

Content Outline

II. Evaluating the Camp Program

A. Receiving Evaluation (feedback) from Campers

B. Receiving Evaluation (feedback) from Other Staff

C. Evaluation - Measuring Observations Against Goals

D. Participating in the Total Staff Evaluation Process

Trainee Information

There are four (4) objectives which you must be able to do in this unit before going on to Unit 6.3, Conducting a Self-Evaluation. To help you successfully complete the objectives, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit 6.2

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

4. Collect (either through the camp's method or methods devised by yourself) evaluative responses from campers regarding their assessment of the camp program.

5. Collect (either through the camp's method or methods devised by yourself) evaluative response from other staff regarding their assessment of those program activities and areas for which you are responsible.

6. Using recognized methods of evaluation (measuring observation against predetermined camp goals), assess the extent to which the actual camp experience has met the goals set at the beginning and/or revised as necessary throughout the experience.

7. Communicate your evaluation of camp programs to other staff using the methods of the employing camp in order to contribute to the camp's total process of evaluation.

Trainee Information

To help you accomplish performance objectives 4, 5, 6, and 7, you must complete two of the following activities. If Learning Activity 2a or 2b is not specified by the trainer, you should choose and complete the one of your choice. After completing 2a or 2b, you must complete Learning Activity 2c.

Learning Activities

(This is what you need to do to complete the performance objectives.)

2a. Select a group which has been through some short-term experience together (work project, retreat, or cookout). Either use "Camper Evaluation of the Program" and "Staff Evaluation of the Program" or devise a questionnaire or similar test which will elicit evaluative response (feedback) from each member regarding the experience. Analyze the responses by categorizing and scoring to determine how the participants felt about the experience.

or

2b. Select a group similar to that in Learning Activity 2a or lead a group discussion which will elicit the evaluative responses. Tape the discussion. Review the tape to determine to what extent you were able to draw out responses which could be used by you or someone else in evaluating the experience.

and

Unit 6.2

2c. Carefully review the statements of goals and objectives for your camp. Using the worksheet, "Evaluating Performance against Objectives", compare the data collected in activity 2a or 2b to assess whether the experiences have met the stated camp goals and objectives. Write a brief report summarizing your findings and making recommendations for change.

Enriching Activities

(The enriching activities are planned for those of you who have experience with evaluation. These activities allow you to help others or as a basis to increase your knowledge.)

1. Interview a camp director regarding specific ways in which other people are asked to evaluate the experience in his/her camp - campers, staff, parents, board members, community members. Determine how each group's input is received and how it is used by the camp. Find out how goals are revised (if so) and on what basis they are revised (by whom, how often, how new goals are disseminated, etc.)

2. Review camp records (statements of goals and objectives, annual reports) of the past several years in one camp. Determine to what extent the goals have been changed during that time. Assess the role of the staff member's evaluations in affecting these changes.

3. Attend a meeting of the camp committee or board of directors responsible for the operation of a camp. Note particularly those decisions which are related directly to specific goals and objectives of the camp. Interview board members to assess how familiar they are with the goals and objectives stated by the director.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

1. Read additional references in the areas of "Management by Objectives," goal-setting, measuring experience against goals, and evaluation techniques.

Evaluation Criteria

The products you develop must meet the standards outlined by the trainer.

Unit 6.2

References

American Camping Association. Camping is Education. Martinsville, Indiana: American Camping Association, 1960.

Berger, H. Jean. Program Activities for Camps. 2d ed. Minneapolis, Minnesota: Burgess Publishing Company, 1969.

Danford, Howard C. Creative Leadership in Recreation. Boston, Massachusetts: Allyn and Bacon, Inc., 1964.

Dimock, Hedley S. The Administration of the Modern Camp. New York: Association Press, 1948.

Merrill, Toni. Activities for the Aged and Infirm. Springfield, Illinois: Charles C. Thomas, 1972.

Reimann, Lewis C. The Successful Camp. Ann Arbor, Michigan: The University of Michigan Press, 1958.

Shivers, Jay S. Camping: Administration, Counseling, Programming. New York: Appleton-Century-Croft, 1971.

Weis, Carol. Evaluating Action Programs. Boston, Massachusetts: Allyn and Bacon, Inc., 1972.

Worksheets

Unit 6.2

Camper Evaluation of the Program

Please answer the following questions about what happened at camp.

1. What did you like most at camp?

2. What did you like least at camp?

3. If you could change one thing at camp, what would it be?

4. What one thing would you not want changed?

5. Name one activity you wish you could have done more often.

6. Name one activity you wish you could have done less often.

7. Who were your best friends?

8. Would you come back to this camp again? Why?

Unit 6.2

Staff Evaluation of the Program

Evaluate each statement in terms of how successfully it has been accomplished within the camp program by circling the appropriate number in the right hand columns. The choices range from 1 to 5 with an unsuccessful objective represented by a 1, and an objective that has been highly successful represented by a 5. Questions 9-15 require you to write answers; space has been provided under each question.

	Unsuccessful	Somewhat Successful	Moderately Successful	Very Successful	Highly Successful
1. The objectives of the camp were appropriate for the campers. Comments:	1	2	3	4	5
2. The objectives for the camp were met. Comments:	1	2	3	4	5
3. The activities were designed to meet the camp goals and objectives. Comments:	1	2	3	4	5
4. The activities were appropriate for the campers. Comments:	1	2	3	4	5
5. Adequate staff was available to provide camper assistance in completing activities. Comments:	1	2	3	4	5
6. Adequate time and materials were available to complete activities. Comments:	1	2	3	4	5
7. The group size was appropriate for activities. Comments:	1	2	3	4	5
8. Overall the camp experience was effective. Comments:	1	2	3	4	5

Unit 6.2

9. What activity did you feel was most liked by the campers?

10. What activity was liked least by the campers?

11. If you could change one thing at camp, what would it be?

12. What one thing would you not want changed?

13. Name one activity you think should occur more often.

14. Name one activity you think should occur less often.

15. Specify any problem you encountered during the camp experience.

Unit 6.2

Evaluating Performance Against Objectives

CAMP GOAL	ACTUAL EVENT	SUCCESS RATING (1 to 5)	REMARKS

Module 6

Evaluating the Camp Experience

Unit 6.3

Conducting a Self-Evaluation

Content Outline

III. Conducting a Self-Evaluation

- A. Use of the Short-Term Experience for Planned Growth
- B. Measuring Achievement and Growth in Activity Skills
- C. Measuring Achievement and Growth in Interpersonal Skills
- D. Measuring Achievement and Growth in Attitudes
- E. Setting Personal Goals for the Term Experience
- F. Determining Discrepancy Between Goals and Present Level of Skills
- G. Planning a Future Growth

Trainee Information

There are four (4) objectives which you must be able to do in this unit to finish Module 6, Evaluating the Camp Experience. To help you complete the objectives, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit 6.3

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

8. Using the specified reading and checklist provided, list at least four goals to be accomplished during the training program.

9. Using the specified reading and the checklist provided, measure in specific terms, your camp activity skills, interpersonal communication skills, and attitudes toward yourself, peers, and physically disabled campers.

10. For each area of skill development mentioned in performance objective 2, design a plan for personal growth during training, listing areas of skill performance which need improvement, goals to accomplish, methods of achieving the goals and determining how and when these goals will be achieved.

11. Upon completion of the training program, assess your achievement of goals during the training sessions and design a plan for continued personal growth during the camp season, listing areas of skill performance that need improvement, goals to achieve, methods of achieving the goals, and determining how and when these goals will be achieved.

Trainee Information

To help you accomplish behavioral objectives 8-11, you must complete 3a, and if possible, 3b, 3c, and 3d.

Learning Activities

(This is what you need to do to complete the performance objectives.)

3a. The following learning activity is required for Unit 6.3. Module 6 deals with evaluation of the camp experience and Unit 3 more specifically with self-assessment. The nature of self-assessment requires an individual to assess himself or herself over a period of time. Therefore, you must begin the process during orientation. The activity will culminate at the end of training. The initial self-assessment is necessary for you to successfully complete the module; thus, the trainee should begin with care.

Unit 6.3

All materials should be saved. You will use them again to complete your self-assessment.

READ the accompanying reading entitled "The Use of the Pre-Camp Experience for Planned Personal Growth of the Counselor."

COMPLETE Self-Assessment Checklist I which is provided in the worksheets. To appropriately complete the checklist, you must carefully consider each section and respond candidly. The checklist will aid you in assessing overall goals, activity skills, interpersonal skills, and personal attitudes toward yourself and others.

Use that information from the checklist to complete the worksheet entitled "Planning Personal Growth in a Short-Term Camp Experience." This reading will serve as a plan for personal growth during the camp experience.

3b. Review the reading, Self-Assessment Checklist I and your Plan for Personal Growth. Then discuss, with a group of three to six camp counselor trainees, the process of self-assessment. The following questions should be addressed:

- What is a self-assessment?
- What are some benefits of a self-assessment?
- What characteristics of oneself should be assessed?
- How can these characteristics best be measured?
- What steps does one go through to conduct a self-assessment?
- When should a self-assessment be conducted?

Following the discussion, the trainee should individually reflect upon the required self-assessment.

3c. Complete the Self-Assessment Checklist II. Compare it to the assessment you completed during the orientation, evaluating which goals were achieved and what progress was made toward others. Complete the worksheet entitled "Planning Personal Growth During the Camp Season and Beyond" outlining plans for continued self-assessment during the camp season and beyond.

3d. Arrange with the camp supervisor to hold periodic conferences in which you will review your self-assessment plan and its progress. Determine if there are special roles or assignments which you might assume during training which would contribute toward the achievement of your goals.

Unit 6.3

Enriching Activities

(The enriching activities are planned for those of you who have experience with evaluation. These activities allow you to use your past training to help others or as a basis to increase your knowledge.)

1. Interview a professional counselor in career planning, vocational assessment, or a related field to determine what methods are being used to assess skills and attitudes and to assist people in planning their own growth activities. Make a list of these methods and compare them to the procedures you are using for self-assessment.

2. Read the resources listed for this unit of instruction. Based upon your ideas and upon discussion with your camp supervisor, you should write a short referenced paper dealing with self-assessment.

Remedial Activity

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

1. Reread the manuscript and review the checklist for self-assessment and your plan for personal growth. Discuss your plan with your trainer, obtaining suggestions for improvement. Then start a new profile setting goals and objectives that will relate more realistically to your own assessment and to the resources available.

Evaluation Criteria

The activities in Unit 6.3 require you to complete a self-assessment and discuss your plans for self-assessment with the trainer. The trainer will discuss and evaluate merits of your plan, not your present level of performance.

Unit 6.3

References

Danford, Howard C. Creative Leadership in Recreation. Boston: Allyn and Bacon, Inc., 1970.

Dimock, Hedley S. Administration of the Modern Camp. New York: Association Press, 1948.

Hartwig, Marie D. and Bettye B. Myers. Camp Leadership: Counseling and Programming. St. Louis: The C. V. Mosby Company, 1976.

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Mitchell, Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1977.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977.

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Readings

Unit 6.3

The Use of the Short-Term Camp Experience for Planned Personal Growth

(by Jerry D. Byrd and Terry L. Moore
Camp Daniel Boone
St. Louis Easter Seal Society)

At many times throughout our life it is necessary for us to "take stock" of our condition - to measure where we are in our growth and achievements, and to decide what to do next to improve our condition. We seek to determine who we want to be, where we want to go, what we want to do. We try to measure just how far along we have come toward that being, going, doing. We look for ways to move farther along - to learn, to grow, to improve, to achieve.

Whatever terms we use, we are essentially: (1) assessing our present condition as it relates to our life-time goals; (2) deciding what we can do in any specific period of time to improve that condition and move nearer to our goals.

We are advised by most professionals in this field to "get specific" in all these things - to list our goals and objectives clearly, to plan specific courses of actions that will help us achieve these goals and objectives, and to measure periodically just how well we are doing. Most advise us further to use a specific time frame or schedule as an integral part of our plan for growth.

The training experience, as well as the camp experience (referring to the classic summer camp experience of from three to ten weeks in residence in an organized camp), present many advantages for use as a short-term goal-oriented experience contributing to the planned personal growth of the trainee and staff member.

While the camp experience is generally presented to the public as designed for and focusing on its contributions to the camper, the personal benefits that accrue to the staff member can be just as important if the staff member knows how or has been taught how to use them. That is the purpose of this training module. In terms of personal benefits, experience, age, and ability of the staff member makes no difference.

Some of the advantages of the short-term camp experience which enhance personal growth of the staff member are:

1. The training, as well as the camp season, are relatively short and clearly defined periods of time. Ranging in most cases from three to seven days for pre-camp training and from three to ten weeks for the camp season, both have a definite beginning and end in time. In addition, the time frames are somewhat common for the

Unit 6.3

entire staff. This commonality helps the staff members to see the importance of planning, so share the experience of planning, goal setting and measurement with colleagues; it promotes a sense of "accountability."

2. The short-term, well-defined time frame contributes to a sense of intensity in the experience. The staff member concentrates a great deal of energy into a short period of time in all areas of camp living. The planned personal growth tends also to become more intense and highly focused during training and the camp season.

3. The camp experience tends to be highly focused on goals and objectives. Camps are goal-oriented, and frequently state goals, objectives and methods in the clearest terms available to the staff member. The camp administration holds the staff accountable for actions related to these goals. This focus shifts easily to the individual staff member's own concerns in stating personal goals, objectives and methods.

4. Camp philosophies and goals tend to be highly personalized. They tend to deal with values relating to the individual person - personal achievement, self-fulfillment, etc. They tend to focus on "who we are, where we are going, etc." Since the entire community effort is focussed in this area, it enhances the efforts of the staff member to think about his or her own personal condition and improvement. He or she can readily identify with personal goals as well as those for the campers and the camp. In this area, as mentioned before, campers and staff are not so different in the experience that they can gain from camp in terms of personal growth.

5. Members of the camp community tend to agree on goals and objectives. One of the most significant strengths of the camp community is that each member is there voluntarily because he or she subscribes to and is committed to a single well-defined set of goals and objectives which is shared with all other members of that community. This unique situation helps to support and reinforce the individual in the application of his or her philosophy.

6. The camp community is usually relatively small. This contributes to a sense of individualized attention, support and personal focus. It stresses a responsibility to self and to colleagues.

7. Camps require a high level of responsibility from staff members. All members are called upon to exercise a high level of responsible judgment during training, in the care of campers and in the execution of program activities. They are usually called upon to participate in the planning, evaluation and revision process of the camp's objectives and methods for implementing the objectives. Actual experience in this level of responsibility carries over into areas of self-management. In fact, the camp experience serves as a model for

Unit 6.3

responsibility for actions. In some camps this "radical responsibility" is a first-time experience for the camp member, and has a strong personal impact.

With these advantages in mind, the short-term experience provides the future staff member and trainee an excellent opportunity to plan for personal growth in an organized, supervised and supported way. This opportunity is not likely to be found in other settings which have less defined time frames, multiple goals and objectives, a multiplicity of persons not necessarily committed to the same philosophy, and a general lack of focus and intensity.

The camp provides a unique opportunity for planned personal growth while the individual carries out his or her responsibilities as a staff member or trainee.

Worksheets

Unit 6.3
Self Assessment Checklist I

This checklist is presented to assist the trainee in self-assessment and should be completed during pre-camp orientation as part of a required learning activity. It is divided into sections addressing general qualities, attitudes, physical health, emotional maturity, group work skills, and activity skills. Consider each section carefully and answer candidly. The checklist must be saved as it will be used to complete Unit 3 of Module 6.

Directions:

Complete the sections on general qualities, attitudes, physical health, emotional maturity and group work skills by rating yourself on each statement from 1 to 5. A rating of 1 indicates poor ability with 5 indicating superior ability. The final section dealing with activity skills requires that you check the degree of participation, interest, and skill or knowledge in each of the activities listed.

GENERAL QUALITIES	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
1. Curiosity					
2. Cleanliness of person and clothing					
3. Pleasing appearance					
4. Tact (speaks truthfully, but without offending or hurting others)					
5. Cooperativeness					
6. Cheerfulness					
7. Sense of Humor					
8. Ability to communicate well					
9. Poise					
10. Sincere liking for campers					
11. Ability to work well with a group of campers					
12. Willingness to work hard					

Unit 6.3

Checklist I (continued)

GENERAL QUALITIES (Continued)	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
13. Skills and knowledge of outdoor living					
14. Adaptability					
15. Can follow as well as lead					
16. Love of fun					
17. Broad interest					
18. Initiative					
19. Promptness at all appointments and in performing all tasks					
20. Dependability					
ATTITUDES					
1. Have a genuine liking for camping					
2. Have a love for the out-of-doors					
3. Have a curiosity and a willingness to learn					
4. Have a love and acceptance of others					
5. Have patience with self and campers					
6. Is flexible and reasonable					
7. Have self-insight					
8. Have self-acceptance and realistic self-confidence					
9. Have an interest in the campers					
10. Have appropriate understanding and attitude toward physical disabilities					

Unit 6.3

Checklist I (continued)

PHYSICAL HEALTH	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
1. Stamina to last through a strenuous day					
2. Strength to perform all work tasks					
3. Ability to perform all required work tasks					
4. Well balanced diet					
5. Sufficient vigorous exercise					
6. Weight under control					
7. No alcohol or drug abuse problems					
8. Smoking					
EMOTIONAL MATURITY					
1. Can you accept criticism without undue anger or hurt, acting upon it if justified, disregarding it if not?					
2. Are you tolerant of others and willing to overlook their faults?					
3. Do you refrain from listening to and repeating gossip about others?					
4. Are you altruistic, often putting the welfare and happiness of others above your own?					
5. Do you refrain from emotional outbursts of anger, tears, etc.?					
6. Do you face disagreeable duties promptly and without trying to escape by feigning sickness or making excuses?					
7. Can you stay away from home without undue homesickness?					
8. Can you weigh facts and make decisions promptly?					
9. Are you willing to postpone things you want to do in favor of greater benefits or pleasure later?					
10. When disagreeing with another, can you discuss it calmly and usually work out a mutually satisfactory agreement without hard feelings?					

Unit 6.3

Checklist I (Continued)

EMOTIONAL MATURITY (Continued)	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
11. Can you dismiss past mistakes, that can't be remedied, without dwelling on them?					
12. Can you be objective about making decisions regarding others?					
13. Do you work democratically with others, neither dictating to nor forcing your will on others					
14. Do you act according to your honest convictions regardless of what others may think or say?					
GROUP WORK SKILLS					
1. Can establish routines of daily life for the groups.					
2. Can set and enforce behavior limits.					
3. Can control potential emotionally charged situations.					
4. Consistent in behavior and actions.					
5. Can communicate verbally and nonverbally with campers.					
6. Can adapt camp program to be therapeutic.					
7. Can work independently or as a team member.					
8. Can communicate with peers and supervisors.					
9. Have good observation skills.					
10. Can motivate the group.					
11. Have good "listening" skills.					
12. Have an ability to interact with campers on their level.					
13. Understands child development.					
14. Ability to explain ideas clearly.					

Unit 6.3

Activity Skills

Please check the degree of your participation, interest, and skill or knowledge in each of the activities below.

PARTICIPATION			ACTIVITIES	INTEREST			SKILL OR KNOWLEDGE		
Much	Some	Never		Like	Indifferent	Dislike	Much	Some	None
			Arts and Crafts:						
			Beadwork						
			Carpentry						
			Drawing, Painting						
			Leatherwork						
			Archery						
			Boating						
			Campfire Programs						
			Canoe Trips						
			Camp Crafts						
			Dramatics and plays, skits						
			Fishing						
			Health and First Aid						
			Hikes and Over-nights						
			Horseback Riding						
			Indian Lore						
			Lead Group Singing						
			Lead Discussions						
			Play musical instrument						

Unit 6.3

(Continued)

Please check the degree of your participation, interest, and skill or knowledge in each of the activities below.

PARTICIPATION			ACTIVITIES	INTEREST			SKILL OR KNOWLEDGE		
Much	Some	Never		Like	Indifferent	Dislike	Much	Some	None
___	___	___	Nature Study:	___	_____	_____	___	___	___
___	___	___	Animals, birds, fish	___	_____	_____	___	___	___
___	___	___	Insects, reptiles	___	_____	_____	___	___	___
___	___	___	Trees and rocks	___	_____	_____	___	___	___
___	___	___	Stars and planets	___	_____	_____	___	___	___
___	___	___	Weather	___	_____	_____	___	___	___
___	___	___	Outdoor Cooking	___	_____	_____	___	___	___
___	___	___	Rifle Shooting	___	_____	_____	___	___	___
___	___	___	Sports:	___	_____	_____	___	___	___
___	___	___	Softball	___	_____	_____	___	___	___
___	___	___	Basketball	___	_____	_____	___	___	___
___	___	___	Golf	___	_____	_____	___	___	___
___	___	___	Swimming	___	_____	_____	___	___	___
___	___	___	Tennis	___	_____	_____	___	___	___
___	___	___	Track and Field	___	_____	_____	___	___	___
___	___	___	Volleyball	___	_____	_____	___	___	___
___	___	___	Football	___	_____	_____	___	___	___
___	___	___	Storytelling	___	_____	_____	___	___	___

Unit 6.3

Planning Personal Growth in a Short-Term Camp Experience

This model is designed to assist the camp staff member to plan for personal growth in camp activity skills, interpersonal skills and personal attitudes during the camp season and in the camp setting.

Complete this blank model with your own personal growth plan.

START OF SEASON			DURING THE CAMP SEASON			AFTER THE C. SEASON	
General Area of Concern	My Specific Concern	My Goal	My Objective for the Camp Season	Methods to Achieve My Objective	Measurements	Re-Assessment* of My Specific Concern	Future Activity Continued Growth

*Decide whether your present goal calls for further work, progress next step, or if objective met, may choose new concern.

Unit 6.3 Example

Planning Personal Growth in a Short-Term Camp Experience

Designed by Terry L. Moore and Jerry D. Byrd

This model is designed to assist the camp staff member to plan for personal growth in camp activity skills, interpersonal skills, and personal attitudes during the camp season and in the camp setting.

Examples given in this model are suggestions only; before you attempt to complete your own plan, read the guide. Then complete the blank model with your own personal growth plan.

START OF SEASON			DURING THE CAMP SEASON			AFTER THE C. SEASON	
General Area of Concern	My Specific Concern	My Goal	My Objective for the Camp Season	Methods to Achieve My Objective	Measurements	Re-Assessment* of My Specific Concern	Future Activity Continued Growth
Camp Activity Skills	Cannot handle a canoe	Improved skill in canoe to be able to handle it alone safely	Certification in canoeing	Take canoe course from Waterfront Director during my free time in camp	Red Cross "Small Crafts" Certificate	WSI	College course WSI during spring semester at MSU
Interpersonal Skills	Afraid to speak in public	Improvement in speaking ability, to relax when speaking publicly	3 experiences in speaking before groups of people	Volunteer to give talks at three opening campfires	List dates on which talks were given, outline talk	Continued work in public speaking	Join Omaha's "Toastmaster Club" in November
Personal Attitudes	Tend to treat people with cerebral palsy as if mentally slow	To accept people with CP as individuals	Get to know one person with CP, assess his mental abilities	Spend 30 minutes each day for 5 days with one person with CP	Name the person, write 100 words on my attitude toward him then	Complete--new goal will be chosen	XX

*Decide whether your present goal calls for further work, progress next step, or if objective met, may choose new concern.

Unit 6.3
Self Assessment Checklist II

This checklist is presented to assist the trainee in self-assessment and should be completed as part of a required learning activity. It is divided into sections addressing general qualities, attitudes, physical health, emotional maturity, group work skills, and activity skills. Consider each section carefully and answer candidly.

Directions

Complete the sections on general qualities, attitudes, physical health, emotional maturity, and group work skills by rating yourself on each statement from 1 to 5. A rating of 1 indicates poor ability with 5 indicating superior ability. The final section dealing with activity skills requires that you check the degree of participation, interest, and skill knowledge in each of the activities. After completing the checklist, compare your answers to Checklist I which was completed during orientation.

GENERAL QUALITIES	1 Poor	2 Below Average	3 Average	4 Above Average	5 Superior
1. Curiosity					
2. Cleanliness of person and clothing					
3. Pleasing appearance					
4. Tact (speaks truthfully, but without offending or hurting others)					
5. Cooperativeness					
6. Cheerfulness					
7. Sense of Humor					
8. Ability to communicate well					
9. Poise					
10. Sincere liking for campers					
11. Ability to work well with a group of campers					
12. Willingness to work hard					

Unit 6.3

Checklist II (continued)

GENERAL QUALITIES (Continued)	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
13. Skills and knowledge of outdoor living					
14. Adaptability					
15. Can follow as well as lead					
16. Love of fun					
17. Broad interest					
18. Initiative					
19. Promptness at all appointments and in performing all tasks					
20. Dependability					
ATTITUDES					
1. Have a genuine liking for camping					
2. Have a love for the out-of-doors					
3. Have a curiosity and a willingness to learn					
4. Have a love and acceptance of others					
5. Have patience with self and campers					
6. Is flexible and reasonable					
7. Have self-insight					
8. Have self-acceptance and realistic self-confidence					
9. Have an interest in the campers					
10. Have appropriate understanding and attitude toward physical disabilities					

Unit 6.3

Checklist II (continued)

	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
PHYSICAL HEALTH					
1. Stamina to last through a strenuous day					
2. Strength to perform all work tasks					
3. Ability to perform all required work tasks					
4. Well balanced diet					
5. Sufficient vigorous exercise					
6. Weight under control					
7. No alcohol or drug abuse problems					
8. Smoking					
EMOTIONAL MATURITY					
1. Can you accept criticism without undue anger or hurt, acting upon it if justified, disregarding it if not?					
2. Are you tolerant of others and willing to overlook their faults?					
3. Do you refrain from listening to and repeating gossip about others?					
4. Are you altruistic; often putting the welfare and happiness of others above your own?					
5. Do you refrain from emotional outbursts of anger, tears, etc.?					
6. Do you face disagreeable duties promptly and without trying to escape by feigning sickness or making excuses?					
7. Can you stay away from home without undue homesickness?					
8. Can you weigh facts and make decisions promptly?					
9. Are you willing to postpone things you want to do in favor of greater benefits or pleasure later?					
10. When disagreeing with another, can you discuss it calmly and usually work out a mutually satisfactory agreement without hard feelings?					

Unit 6.3
Checklist II (continued)

EMOTIONAL MATURITY (Continued)	Poor 1	Below Average 2	Average 3	Above Average 4	Superior 5
11. Can you dismiss past mistakes that can't be remedied without dwelling on them?					
12. Can you be objective about making decisions regarding others?					
13. Do you work democratically with others, neither dictating to nor forcing your will on others					
14. Do you act according to your honest convictions regardless of what others may think or say?					
GROUP WORK SKILLS					
1. Can establish routines of daily life for the groups.					
2, Can set and enforce behavior limits.					
3. Can control potential emotionally charged situations.					
4. Consistent in behavior and actions.					
5. Can communicate verbally and nonverbally with campers.					
6. Can adapt camp program to be therapeutic.					
7. Can work independently or as a team member.					
8. Can communicate with peers and supervisors.					
9. Have good observation skills.					
10. Can motivate the group.					
11. Have good "listening" skills.					
12. Have an ability to interact with campers on their level.					
13. Understands child development.					
14. Ability to explain ideas clearly.					

Unit 6.3

Activity Skills

Please check the degree of your participation, interest, and skill or knowledge in each of the activities below.

PARTICIPATION			ACTIVITIES	INTEREST			SKILL OR KNOWLEDGE		
Much	Some	Never		Like	Indifferent	Dislike	Much	Some	None
			Arts and Crafts:						
			Beadwork						
			Carpentry						
			Drawing, Painting						
			Leatherwork						
			Archery						
			Boating						
			Campfire Programs						
			Canoe Trips						
			Camp Crafts						
			Dramatics and plays, skits						
			Fishing						
			Health and First Aid						
			Hikes and Over-nights						
			Horseback Riding						
			Indian Lore						
			Lead Group Singing						
			Lead Discussions						
			Play musical instrument						

Unit 6.3

(Continued)

Please check the degree of your participation, interest, and skill or knowledge in each of the activities below.

PARTICIPATION			ACTIVITIES	INTEREST			SKILL OR KNOWLEDGE		
Much	Some	Never		Like	Indifferent	Dislike	Much	Some	None
___	___	___	Nature Study:	___	_____	_____	___	___	___
___	___	___	Animals, birds, fish	___	_____	_____	___	___	___
___	___	___	Insects, reptiles	___	_____	_____	___	___	___
___	___	___	Trees and rocks	___	_____	_____	___	___	___
___	___	___	Stars and planets	___	_____	_____	___	___	___
___	___	___	Weather	___	_____	_____	___	___	___
___	___	___	Outdoor Cooking	___	_____	_____	___	___	___
___	___	___	Rifle Shooting	___	_____	_____	___	___	___
___	___	___	Sports:	___	_____	_____	___	___	___
___	___	___	Softball	___	_____	_____	___	___	___
___	___	___	Basketball	___	_____	_____	___	___	___
___	___	___	Golf	___	_____	_____	___	___	___
___	___	___	Swimming	___	_____	_____	___	___	___
___	___	___	Tennis	___	_____	_____	___	___	___
___	___	___	Track and Field	___	_____	_____	___	___	___
___	___	___	Volleyball	___	_____	_____	___	___	___
___	___	___	Football	___	_____	_____	___	___	___
___	___	___	Storytelling	___	_____	_____	___	___	___

Unit 6.3

Planning Personal Growth in a Short-Term Camp Experience

This form is designed to assist the camp staff member to plan for personal growth in camp activity skills, interpersonal skills, and personal attitudes during the pre-camp training program. Before you complete your own plan, read the accompanying manuscript and complete the self-assessment checklist that is provided. This plan should be reflective of your individual self-assessment.

General Area of Concern	My Specific Concerns	My Goals	Specific Objectives	Method of Achieving Objectives	Measurements

See example next page.

Unit 6.3 Example

Planning Personal Growth in a Short-Term Camp Experience (pre-camp training)

This form is designed to assist the camp staff member to plan for personal growth in camp activity skills, interpersonal skills, and personal attitudes during the camp training program. Before you attempt your own plan, read the accompanying manuscript and complete the self-assessment checklist that is provided. This plan should be reflective of your individual self-assessment. Examples given in this form are suggestions only.

General Area of Concern	My Specific Concerns	My Goals	Specific Objectives	Method of Achieving Objectives	Measurements
Camp Activity Skills	Cannot handle a canoe	Improved skills to handle a canoe alone	Certification in canoeing	Take canoe course from waterfront Director during my free time in camp	Red Cross "Small Crafts" Certification
Interpersonal Skills	Afraid to speak in public	Improvement in speaking ability, to relax when speaking publicly	Three experiences in speaking before groups of people	Volunteer to give talks at three opening group meetings	List dates on which talks were given, outline talks
Personal Attitudes	Tend to treat people with cerebral palsy as if mentally slow	To accept people with CP as individuals	Get to know one person with CP, assess his or her mental abilities	Spend 30 minutes each day for five days with one person with CP	Write a 100 word description of my attitude toward him or her following our series of visits

Module S-6

Evaluation of the Camp Experience

Prepared by

Jerry Dickason

Evaluation of the Camp Experience

Introduction

This module was developed to help you learn practical methods of evaluation which can be effectively used in the camp setting. After learning some basic principles of evaluation during pre-camp training, you will be completing the major portion of this module in actual, on-the-job activities conducted during the camp season. Many of the programming skills you learned in Module 3 will be utilized to help you evaluate and improve individual camper activities, unit and program activities, yourself and the total camp program. The word "program" is used in its broadest sense throughout the module and includes not only traditional program specialty areas, but all unit, cabin and group activities through which campers learn.

To help you learn about evaluation in this camp setting, the reading is organized into two parts: (I) the definition and purpose of evaluation, and (II) the evaluation procedures you as staff member will be conducting throughout the camp season. This covers only units S-6.1 and S-6.2 of the Evaluation Module but it gives you the information on completing units S-6.3 through S-6.5.

Directions

1. Read the introduction, flow chart, table of contents and time performance chart.

2. Read the performance objective checklist and with your trainer determine which performance objectives you need to complete.

3. Based on this checklist, with your trainer, determine which learning activities need to be completed. All forms can be found following Unit S-6.1.

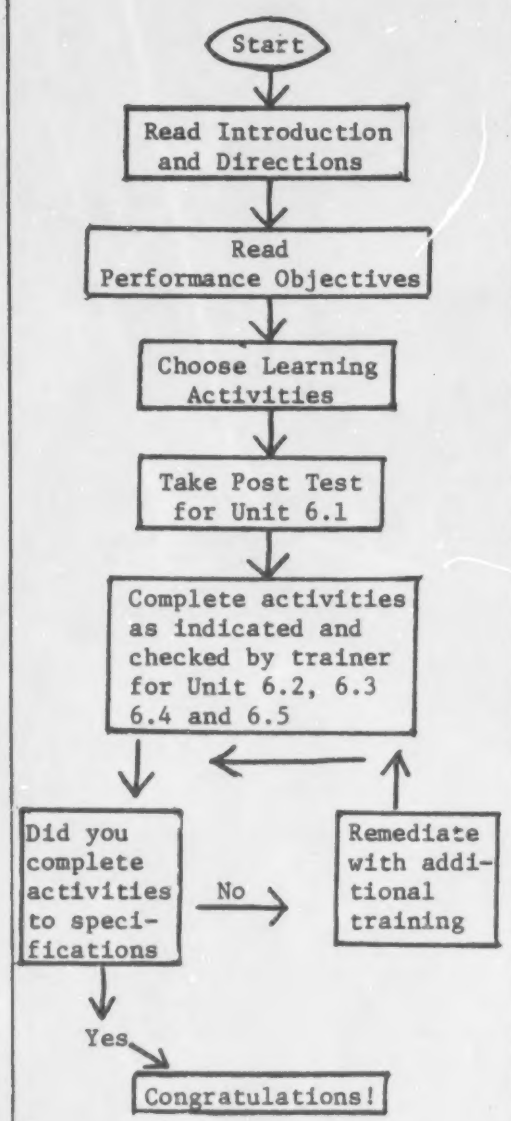
4. Complete the post test for Unit S-6.1 with 90 percent accuracy before going on to the next unit. None of the other units have post-tests, but you must complete the activities according to the standards outlined by your trainer.

Module S-6

Evaluation of the Camp Experience

Flow Chart

Steps to Follow to Complete Each Unit


Start
Read Introduction and Directions
Read Performance Objectives
Choose Learning Activities
Take Post Test for Unit 6.1
Complete activities as indicated and checked by trainer for Unit 6.2, 6.3 6.4 and 6.5
Did you complete activities to specifications
No
Remediate with additional training
Yes
Congratulations!

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Module S-6

Evaluation of the Camp Experience

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module S-6. Check each performance objective you feel competent to perform. Then, use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit S-6.1 Introduction to Evaluation

____ 1. After reading "Evaluation," write two examples of how the evaluation process, Discrepancy Evaluation Module (DEM), will work on the job.

____ 2. Without referring to the reading, accurately complete all of the evaluation forms in this module within the training time allotted.

Unit S-6.2 Evaluation of the Camper's Experience at Camp

____ 3. At the beginning of each camp session, review the goals and objectives for each individual camper and record a list of activities that will enhance the camper's efforts in achieving the stated goals. (Form A, Camper Program Evaluation Plan). To help review these goals and objectives, you may wish to reread or review the activities in Unit 3.2, Program Planning and Development.

____ 4. During each session, review and record information on campers' progress and problems. Record progress notes (generally at the camp's central office) at least two times per camper, per session.

____ 5. At least once during each session, at the appropriate times, administer camper achievement tests (if applicable, e.g., swimming, boating, camp crafts, archery) and record results in camper's file. (Form A, Camper Program Evaluation Plan)

____ 6. Upon any change or recommended change in a camper's individualized program, complete the proper form and relay the information in the designated manner. (Form A, Recommended Change in Camper Program Plan)

Module S-6

____ 7. At the end of each session, record an estimate of each camper's level of achievement for each of the stated goals and objectives. (Form A, Camper Program Evaluation Plan)

____ 8. Compile and record information on each camper. The Camper Program Evaluation Plan is provided for recording the following information:

- camper goals and objectives
- listing of activities that will aid the camper to achieve the stated goals and objectives
- results of achievement tests
- an evaluation of camper's level of achievement for each goal and objective (Form A)

____ 9. At the end of each session, submit one Camper Program Evaluation Plan per camper to the designated person. (Form A)

Unit S-6.3 Evaluation of the Camp Program

____10. Daily or at the end of each program period, you should use an "Activity Evaluation" form to evaluate each activity within the program period. (Form C, Activity Evaluation)

____11. A "Program Area Evaluation" should be compiled, written and submitted to the designated person at the end of each camp session. The evaluation form is provided and will cover areas such as:

- activity evaluations (summation from performance objective #10)
- utilization of resources
- staff adequacy (number and performance)
- program operating procedures
- recommendations for improvement (Form D, Program Area Evaluation Plan)

Unit S-6.4 Self-Evaluation

____12. Respond to and submit a self-evaluation to the designated person at the end of the camp season. The questionnaire will include:

- comments on personal growth in unit supervision, activities and program development skills
- comments on personal growth in interpersonal skills
- comments on personal growth in attitudes
- comments on personal, future training needs
- comments about personal growth and development from co-workers and supervisor

(Form E, Self-Evaluation Questionnaire)

Unit S-6.5 Evaluation of the Total Camp Program

____13. Actively participate in all team meetings throughout the camping season as directed by the program director to evaluate combined effect of program components and the overall program operation (communications, coordination, staffing, resources availability, etc.) (Form E, questions 7 and 8 on the "Self-Evaluation Questionnaire).

Module S-6

Time Performance Chart

Performance Objectives	Pre-camp Training	Beginning each session	Daily	During each session when appropriate	End of each session	Close of camp
1	X					
2	X					
3		X				
4				X		
5				X		
6				X		
7					X	
8				X		
9					X	
10			X			
11					X	
12						X
13				X		

Unit S-6.1. the definition and purpose of evaluation, has performance objectives and post-test procedures that will be conducted during the pre-camp training. Only the knowledge and understanding about performance objectives ot Unit S-6.2, evaluation procedures throughout the camp season, will be presented and tested during pre-camp training. The actual completion of performance objectives 3 through 12 of units S-6.3 through S-6.4 will occur at different times throughout the camp season as designed in the objectives. You will be asked to judge yourself on the completion of these objectives in the "Self-Evaluation Questionnaire" that you will complete and turn in at the end of the camp season. At that time, your supervisor will have the opportunity to discuss and evaluate your camp performance with you. Evaluations can be a lot of fun; they are the basis of good planning and personal growth. You will probably find it to be an enjoyable experience.

Module S-6

Evaluation of the Camp Experience

Unit S-6.1

Introduction to Evaluation

Content Outline

I. Definition and Purpose of Evaluation

- A. Definition
- B. Purpose
- C. Discrepancy Evaluation Model

II. Evaluation Procedures Throughout the Camp Season

- A. Types of Evaluation
- B. Evaluation Forms

Trainee Information

There are two (2) performance objectives which you must be able to do in this unit before going to Unit S-6.2. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete the unit.

Unit S-6.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. After reading "Evaluation," write two examples of how the evaluation process, Discrepancy Evaluation Module, (DEM) will work on the job.

2. Without referring to the reading, accurately complete all of the evaluation forms in this module within the training time allotted.

Trainee Information

To help you accomplish performance objectives 1 and 2, you must do four of the following activities. If a specific activity is not designated by your trainer, you may choose and complete the ones of your choice. After completing either 1a or 1b, 1c or 1d, 1e or 1f, you must complete Activity 1g.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. After reading "Evaluation", draw up a list of expectations for the unit or specialty area. Imagine possible outcomes, determine discrepancies, and prepare a plan to resolve the discrepancies.

or

1b. Read "Evaluation" and make notes on those things that will enhance your understanding of the evaluation process.

and

1c. Verbally explain to a co-worker the Discrepancy Evaluation Module (DEM) and how it relates to the evaluation of your unit or specialty area.

or

1d. Discuss with co-workers the significance of evaluation. Talk about evaluation experiences (both good and bad) at other camps.

Unit S-6.1

and

1e. Develop a chart listing items which ought to be changed around camp (grass needs to be cut, change in curfew, etc.), specified changes to be made, and ways to go about making the changes. Compare your chart to the evaluation procedures suggested in the manuscript.

or

1f. Make a list of the areas in camp that are not being evaluated and design procedures, with the necessary forms, for evaluation.

and

1g. During the summer, keep a notebook of all the things you think should be improved in the camp setting. Write a paragraph describing each observed item and indicate how you would improve it. Submit your written suggestions to your supervisor at the end of each session. At the beginning of the next session, request some feedback from your supervisor regarding your suggestions.

Evaluation Criteria

In order to successfully complete Unit S-6.1, you must pass a written post test. Look in the Table of Contents to find page numbers.

Remedial Activities *(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)*

1. Reread "Evaluation" and make notes on the definition and purpose of evaluation. Then verbally explain to the trainer the definition and purpose of evaluation. Return to the manuscript and make notes on how the Discrepancy Evaluation Module (DEM) works. Then verbally explain the DEM to the trainer, and ask him/her to assist you in completing the evaluation forms.

2. Talk with co-workers and ask how they are applying the evaluation procedures to their unit or specialty area. Ask for suggestions as to how the evaluation process can relate to your area.

3. Plan with the training director a program that will help you understand the evaluation process and how to complete the forms in the module.

Unit S-6.1

Reference

Yavorsky, Diane Kyker. Discrepancy Evaluation: A Practitioner's Guide. Charlottesville, Virginia: Evaluation Research Center. University of Virginia, 1976.

Reading

Unit S-6.1

Evaluation

I Definition and Purpose of Evaluation

Definition

An evaluation is a judgment on the results of an activity or behavior that is designed to achieve some valued goal. Judgment, results, and valued goals are the key words. The following example is an illustration of this definition. You expect the camp meals to be served on time. When meals are served on time (results), your expectations (valued goals) are satisfied and you think nothing about it. All is well (judgment). Remember, you are not evaluating the quality or quantity of meals served; only whether they are served on time. If meals are served too early or too late (results) and not on time (valued goals), you may think (judgment), "Gee, they served the food early and now we're late." Or "You mean we gotta wait ten more minutes?" Both responses can be considered as negative assessments (they do not match your valued goal). However, you know something about the activity (It is too early, late, or on time) by its comparison to a valued goal (being on time).

Purpose

The evaluation itself is now complete according to the definition given: to pass judgment on the results of an activity or behavior that is designed to achieve some valued goal. But the purpose of doing an evaluation is not achieved. The purpose of an evaluation is not only to assess, which you have just done, but also to improve. You have assessed whether meals are served on time but you have not improved anything. If meals are served on time, which is a positive assessment (it matches your valued goal), then perhaps nothing needs to be improved. But if meals are not served on time (a negative assessment), a plan of action is required for improvement. Such a plan of action can have three possible approaches: (1) change the time meals are served; (2) make sure the meals are served punctually as scheduled; or (3) eliminate meals altogether. Of course, the latter option is

highly undesirable, so either the time must be changed or the meal service must become more punctual. Whatever decision is made between these two options becomes a new plan or program to assure that meals are served on time. There is a fourth option, which may be a plan but it is not an action, and that is to do nothing. To do nothing with a negative assessment is to ignore the whole purpose of evaluation.

Discrepancy Evaluation

The evaluation design you are learning here is called a Discrepancy Evaluation Model (DEM).[1] In summary, here is how it works (see Figure 1). Look at your expectations. What do you want to happen? Now look at your outcome. What did happen? Compare your expectations to your outcome. Is there a difference between what is expected and what actually happened? If so, that difference is called the discrepancy.

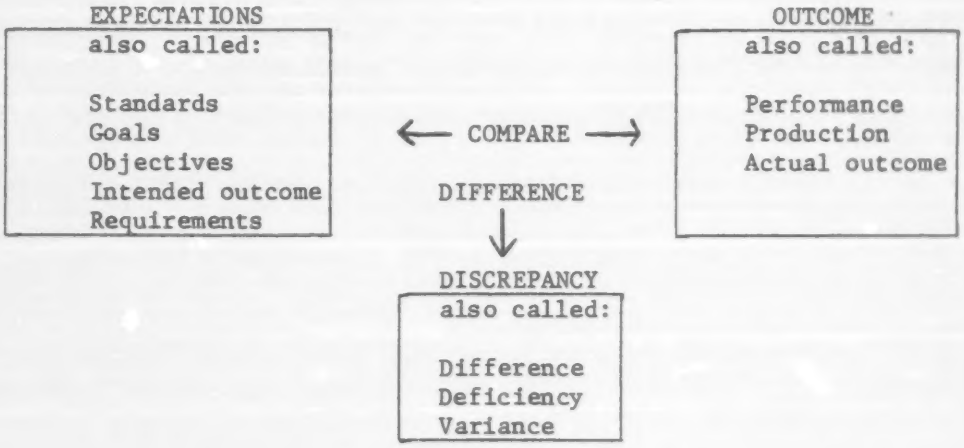

FIGURE 1.

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[1]Diane Kyker Yavorsky, Discrepancy Evaluation: A Practitioner's Guide, Charlottesville, Virginia: Evaluation Research Center, University of Virginia, 1976.

Unit S-6.1

Remember, the purpose of evaluation has two parts: (1) assessment and (2) improvement. Seeing and identifying the discrepancy or a lack of discrepancy is the assessment aspect of an evaluation. Implementing changes or new programs based on eliminating the discrepancy is the improvement component of evaluation. Eliminating the discrepancy can occur in three ways: (1) lower your expectations, (2) exert greater control over outcome, or (3) terminate the program, event, or idea altogether.

This completes the evaluation cycle: a program is planned, then assessed; discrepancies are determined; discrepancies are resolved by changing the program and beginning anew; and the cycle continues with new expectations. Evaluations always start with some expectation or value, and it is helpful to visualize the evaluation process in circular motion, starting from and returning to the formations of new expectations or values as shown in Figure 2.

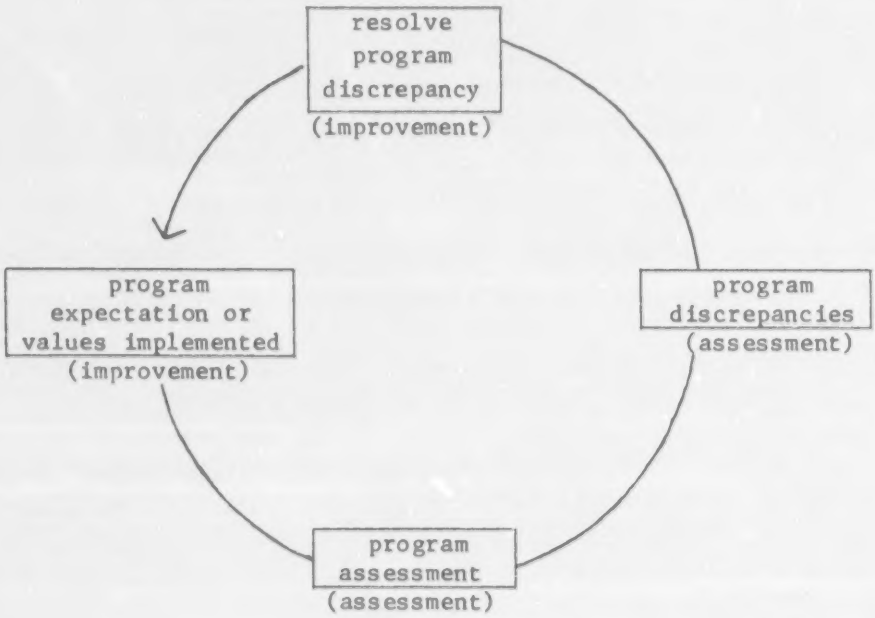

FIGURE 2.

Two more examples follow to illustrate the evaluation process. Suppose you are doing a self-evaluation, and you ask yourself, "Was I prepared for each class period?" It is assumed by the nature of the question that being prepared for each class period is a valued goal. You now pass judgment on the results. Were you prepared?

Yes or no? You expected (or were expected) to be prepared. Your supervisor expects you to be prepared, but in actuality, were you prepared? Is there a discrepancy between expectations and outcome? If discrepancies exist, how are you going to resolve them? Do you change your expectations of being prepared for each class period? Do you exert more effort to being prepared for each class period? Do you eliminate altogether the program of the idea of being prepared? The procedure for resolving the discrepancy becomes a new plan or program. Ideally, in this case, your new plan will be to exert more effort to be prepared for each class period (the original valued goal). After a time period, you evaluated your efforts (did you improve? were you prepared?) and continue with the evaluation cycle.

As a third example, suppose you are the waterfront director. You have established a goal for your staff that all 7-9 year-old campers will learn to swim if physically able. That is the expectation of all waterfront staff at the beginning of each session. At the end of the two-week camp session, look at the outcome. Did all 7-9 year olds pass the beginner swimmer test? Is there a discrepancy between the expectation and the actual outcome? Did only half of the 7-9 year olds pass the swimming test? Then there is a 50 percent discrepancy! How can the discrepancy be resolved? You can lower your expectation to the level that half of of the 7-9 year-old campers will pass the swimming test. Or you can beef up your swimming instruction efforts, i.e., use more staff, schedule longer swimming periods, practice better teaching techniques, or you can eliminate the expected goal altogether. Whatever approach is taken to eliminate the discrepancy now becomes a new plan and is an aspect of your overall program plan. This plan starts the evaluation cycle again.

You should keep this discrepancy evaluation concept in mind as you participate in the camp's evaluation procedures. Think about what the goals are, what actually happens, and how it could be improved.

II Evaluation Procedures Throughout the Camp Season

Types of Evaluation

As a staff member, you will be involved in several ongoing evaluation procedures throughout the camp season. These evaluation procedures fall into four categories:

Unit S-6.1

- Evaluation of your program area
- Evaluation of the <u>impact</u> your program area has on the camper
- Self-evaluation
- Evaluation of the total camp program

These evaluations will occur at different times. Some of your recorded evaluations will occur daily, others will occur at the beginning or at the end of each session, and you will complete one evaluation at the end of the camp season.

Evaluation Forms

There are five forms provided to guide you in your evaluation procedures.[2] (See worksheets at the end of this unit.) The first form, "The Camper Program Evaluation Plan" (see Form A), has six sections:

1. Demographic
2. Goals and Objectives
3. Activities to enhance goals and objectives
4. Results of achievement tests
5. Level of achievement for each goal and objective
6. Overall camper performance

Sections 1 and 2 are completed by parents, agencies, or the program/camp director. In some instances, sections 1 and 2 may be completed by the campers themselves. If section 2 is not recorded, a staff team, including the camper's counselor and perhaps and camper also, should determine goals and objectives. Section 3 (activities to enhance goals) is filled in by specialists at the beginning of each camp session. For example, a camper goal might be to improve hand-eye coordination skills. The arts and crafts specialist might start with sand design and casting and gradually move into fine motor activities such as stringing beads. A nature specialist might have campers saw wood and gradually expose camper to the intricacies of fire building. The waterfront director might begin the camper with rowing or gross motor movement involving dexterity and then introduce more precise coordination activities through water games such

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[2]Camp Directors may prefer to use their own forms and procedures rather than the ones recommended here. This is encouraged as long as the substituted forms cover the same information and achieve the same ends. Also, if other evaluation forms are used, the second part of this manuscript must be rewritten to orient staff to the different forms.

as hand squirt, ping-pong ball relay using hand splashing movements and life ring toss to a target. Whatever activities are selected, they must be appropriate to the camper's condition, e.g., age, physical and mental abilities. If activities are too simple, too difficult, or otherwise inappropriate, change them right away.

The results of achievement or skills tests (section 4) can be filled in when appropriate. When a camper takes an achievement test, whether he/she fails or passes, record the results (name, type or list taken, date, score and passed or failed). Complete section 5 at the end of each camp session. This is strictly a subjective estimate. Based on 100 percent, the specific staff member gives an estimate on how well the camper achieved his/her goals and objectives. For some goals and objectives, a percentage estimate may not be an appropriate statement of measurement to indicate level of achievement. In such cases, provide achievement information in the comment column. The comment column can also be used in conjunction with the percentage whenever desired. Section 6 (overall camper performance) must be completed in paragraph form at the end of each camp session. Include a statement of the effect or impact the camp program has had upon the camper. Obviously, campers will be affected differently and some will not be affected at all. In your judgment, how does the camper relate to you, the other staff and campers? Do you suppose the way he/she relates to your specialty area or to your cabin group has an influence or effect on his/her overall camping experience?

The second form (Form B) is the "Recommend Change in Campers Program Plan." It is not an evaluation form but is used whenever a camp staff member observes a need for a change in the camper's program which will affect other program areas as well. Examples of possible changes in the camper's program might be new goals or objectives, a schedule change, a dietary or medical change or alert, or a group or accommodation change. Any of these changes will affect other camp staff, and everyone needs to be kept informed to assure continuity for the camper's progress. Complete the form whenever necessary. It requires three-statements: (1) the current camper program plan; (2) the recommended or changed plan; and (3) the reasons for changing. This form must have approval of the program director or whoever is in charge of overall camper program and schedules. Whenever specialists receive this form, it should be stapled onto the "Camper Program Evaluation Plan" form.

The third form, "Activity Evaluation" (Form C), is a quick daily procedure to be completed after each activity period. The form has two evaluations per page so you can easily staple enough forms together to make a booklet for each camp session. This is a good way to keep a log of your programs. Staff must be sensitive to camper reactions in order to get a fairly accurate reading of how well the campers enjoy the activity. Specialists might ask an assistant or counselor to share in the evaluation or perhaps even

the campers. When counselors are responsible for cabin activities, they should fill out an "Activity Evaluation."

At the end of each camp session, specialists will submit in writing a "Program Area Evaluation" form (Form D). The first question on the form, "What improvements can be made on the activities..." can be answered with references to the daily "Activity Evaluation" forms. The remaining questions are answered from your observations, personal thoughts, ideas, and experiences.

The last evaluation form for camp staff is the self-evaluation questionnaire (Form E). Self-evaluations should be completed after each camp session. This information is for your own personal growth and is not intended for anyone. However, at the end of the camp season, you will submit a "Camp Staff Self-Evaluation Questionnaire" for the camp records. Keeping a regular inventory of your personal growth over a period of time is a more accurate measurement of how you are changing through your thoughts and actions. It also makes it easier to write your self-evaluation questionnaire at the end of the summer. At that time, you will have an opportunity to share your thoughts with the supervisor, and this will give you a chance to receive feedback on your self-evaluation as well as an overall evaluation statement of your performance during the camp season.

This completes the description of the five forms you will use in the evaluation process while at camp. To summarize, they are:

1. "Camper Program Plan," submitted at the end of each session. However, sections of it will be completed at the beginning, daily, and whenever appropriate during the session.

2. "Recommended Change in Camper Program Plan," to be completed whenever appropriate.

3. "Activity Evaluation, completed after each activity period. This information is used for an overall assessment of activities at the end of each session.

4. "Program Area Evaluation," submitted at the end of each session.

5. "Self-Evaluation Questionnaire," to be completed at the end of each session with a final evaluation to be submitted at the end of the camp season.

After completing the module on evaluation, you will have a working knowledge of the evaluation process and will be able to make a major contribution to the camper's development and achievement, to staff growth and development, to the camp's overall operating procedures, and to your own growth and development.

Worksheets

Unit S-6.1

Area/Cabin

Staff Member

Date

Form A

Camper Program Evaluation Plan

1. Name _____ Date of Birth _____

   Cabin/group _____ Counselor _____

   Handicapping conditions _____

2. Camper goals and objectives:

3. Activities to enhance the above goals and objectives. State each goal/objective followed by activities to support the goal/objective.

4. Results of achievement or skills test:

   Name and type of test _____ Date _____

   Results _____
   (failed, improved, passed, plus score when appropriate)

5. Camper's level of achievement of each goal and objective (stated in estimated percentages, e.g., 25%, 50%, 75%, 100%).

Goal/Objective	Percentage/Level of Achievement	Comments

Unit S-6.1

6. Overall camper performance evaluation. What effect did the program have on the camper?

Unit S-6.1

Form B

Recommend Change in Camper Program Plan

Name _____ Date of Birth _____

Cabin/group _____ Counselor _____

Handicapping conditions _____

1. State current plan:

2. State recommended new plan:

3. State reasons for changing:

_____
Approved by Program Director

Staple form to "Camper Program Evaluation Plan."

Unit S-6.1

_____
Area

_____
Staff Member

_____
Date

Form C

Activity Evaluation

Participating group/individual _____

Name and description of activity _____

	YES	NO
Activity was accepted by participants		
Activity was completed by participants		
Activity was successful		

Judged by whom _____

Recommended changes:

Unit S-6.1

Form D

Program Area Evaluation

1. What improvements can be made on the activities you used during the past camp session? State activities and how they can be improved. You may wish to refer to your daily "Activity Evaluation" forms.

2. How can camp resources (people, material, both natural and man-made, and facilities) be better used to enhance your program?

3. Is the number of staff assigned to your unit or specialty area adequate? Yes __ No __ Was the performance of the assigned staff adequate for your area? Yes __ No __ How may staff including specialist, be assisted in performing more effectively in area?

4. Please evaluate staff and program operating procedures (if answer is no, give brief explanation).

	YES	NO
Are activity periods well organized?		
Do campers know what is expected of them?		
Are campers given adequate time to do the activity lies?		

What changes are you making to enhance the operating procedures?

Unit S-6.1

Form E

Self-Evaluation Questionnaire

Name _____ Date _____

Area _____ Camp Session (circle) I II III IV

1. What is the most valuable experience you have had during this camp season?

2. Has there been any personal growth in activity and program skills during the past camp session? If so, briefly describe the event, item, or experience.

3. How did the camping experience affect your attitudes? What attitude changes, if any, have occurred?

4. What new skill would be good to learn in order to cope better with camping problems?

5. Are you able to ask and accept suggestions from others on ways to improve attitudes and performance skills?

6. How clear are the expectations of your job to you?

7. In what team meetings do you participate regularly?

Unit S-6.1

8. How have you assisted in the camp's evaluation of program operations (communication, coordination, staffing resources availability, etc.)?

9. Have you completed all of the behavioral objectives in the Evaluation Module? If not, which objectives were not completed and why?

Supervisor's Report — Supervisor writes a summative evaluation statement about the staff member and shares evaluation with the staff member.

Staff member's response to supervisor's evaluation.

I have read the supervisor's comments.

Name	Date	Supervisor	Date

Module S-6

Evaluation of the Camp Experience

Unit S-6.2

Evaluation of the Camper's Experience at Camp

Content Outline

III. Evaluation of the Camper's Experience at Camp

- A. Review Goals and Objectives for Individual Campers
- B. Review Information Recorded on Camper Progress and Problems During Activities
- C. Record Results of Achievement Tests
- D. Gather and Compile Evaluation Information and Relay It in the Designed Manner
- E. Determine Level of Camper Achievement in Relation to Camper Goals and Objectives
- F. Record and Relay Recommendations for Changes in Camper Program Plan

Trainee Information

There are seven (7) performance objectives you must be able to do in this unit before going to Unit S-6.3. To help you complete the objectives, a variety of activities have been developed. There is no written test for this unit so the evaluation will be based on the successful completion of the activities.

Unit S-6.2

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

3. At the beginning of each session, review the goals and objectives for each individual camper and record a list of activities that will enhance the camper's efforts in achieving the stated goals. (Form A, Camper Program Evaluation Plan). To help review these goals and objectives, you may wish to reread or review the activities in Unit 3.2, Program Planning and Development.

4. During each session, review and record information on campers' progress and problems. Record progress notes (generally at the camp's central office) at least two times per camper, per session.

5. At least once during each session, at the appropriate times, administer camper achievement tests (if applicable, e.g., swimming, boating, camp crafts, archery) and record results in camper's file. (Form A, Camper Program Evaluation Plan)

6. Upon any change or recommended change in a camper's individualized program, complete the proper form and relay the information in the designated manner. (Form A, Recommended Change in Camper Program Plan)

7. At the end of each session, record an estimate of each camper's level of achievement for each of the stated goals and objectives. (Form A, Camper Program Evaluation Plan)

8. Compile and record information on each camper. The Camper Program Evaluation Plan is provided for recording the following information:

   - camper goals and objectives
   - listing of activities that will aid the camper to achieve the stated goals and objectives
   - results of achievement tests
   - an evaluation of camper's level of achievement for each goal and objective (Form A)

9. At the end of each camp session, submit one Camper Program Evaluation Plan per camper to the designated person. (Form A)

Unit S-6.2

Trainee Information

To help you accomplish performance objectives 3-9, you must complete one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Review each camper objective separately, think of all the different ways the objective may be achieved in your unit or specialty area, and write them down next to the objective. Using the objectives and suggestions, develop and plan an individualized activity program with various stages of progression for each camper based on the stated goals and objectives.

During a staff meeting, discuss the camper objectives with your co-workers. Find out how they are relating their unit or specialty to the stated camper objectives. Make a list of other staff members activities and how they relate to specific camper goals and objectives and draw comparisons with your own area. Make a final revised list of activities for each camper's goals and objectives.

or

1b. Review your unit or specialty area with your supervisor, and explain the activities you plan to conduct within your area. State the purpose of each of the activities you have chosen, and discuss with your supervisor the possibility of your activities having additional purposes beyond what was considered previously. Write all the possible purposes an activity might have, review camper objectives and make a list of activities that relate to the stated goals and objectives.

Enriching Activity

(The enriching activities are planned for those of you who have experience with evaluation. These activities allow you to use your past training to help others or as a basis to increase your knowledge.)

1. Study a particular disabled group, e.g., cerebral palsy. Observe and write what can be done in the present camp setting to assist this group to operate better independently and to relate to their environment. Discuss your ideas with co-workers and those who can determine camper policy and programs.

Unit S-6.2

Evaluation Criteria

The products you develop must meet the standards outlined by the trainer.

Remedial Activity *(The remedial activity is planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)*

1. Review the purpose and importance of camper goals and objectives with your supervisor. Develop some goals and objectives for yourself while you are at camp and decide what you will do in order to achieve your goals. After this exercise, using the stated goals and objectives for a camper, determine what activities the campers must do to reach these goals and objectives. List activities in your specialty that could possibly help the camper to achieve the stated goals and objectives.

References

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Unit S-6.2

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Module S-6

Evaluation of the Camp Experience

Unit S-6.3

Evaluation of the Camp Program

Content Outline

IV. Evaluation of the Camp Program

- A. Evaluation of Activities
- B. Evaluation of Program Content
- C. Evaluation of the Resources
- D. Evaluation of Staff Adequacy
- E. Evaluation of Operating Procedures
- F. Submission of Written Report on Program Evaluations
- G. Recommendations for Improvement of Program

Trainee Information

There are two (2) performance objectives you must be able to do in this unit before going on to Unit S-6.4. To help you successfully complete the objectives, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit S-6.3

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. Daily or at the end of each program period, use an "Activity Evaluation" form to evaluate each activity within the program period. (Form C, Activity Evaluation)

11. A "Program Area Evaluation" should be compiled, written and submitted to the designated person at the end of each camp session. The evaluation form is provided and will cover areas such as:

    - activity evaluations (summation from performance objective #10)
    - utilization of resources
    - staff adequacy (number and performance)
    - program operating procedures
    - recommendations for improvement (Form D, Program Area Evaluation Plan)

Trainee Information

To help you accomplish performance objectives 10 and 11, you must do three of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the ones of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. At the end of each activity period, ask the campers questions, such as how well they enjoyed the activity(ies). What did they like best? What did they like least? What activities would they like to do again? Record camper opinions on Evaluation Form C.

or

1b. Devise your own rating scale (for example, a questionnaire with a scale from 1 to 10). After each activity period, ask campers as a group to evaluate the day's session. ("On a scale from one to ten, what do you think today's activity period would rate?") Use this information to graph a chart on how well each day's activities were received.

Unit S-6.3

and

1c. Informally, talk with program co-workers about how well the activities were conducted and received by the campers. Incorporate co-worker opinions with your own and record on the activity evaluation form.

or

1d. Have a five-minute conference with program co-workers after each period to briefly evaluate what happened during the period.

and

1e. Keep a running list of ideas for improving activities as well as improving the total program - everything from leadership to quality and quantity of supplies and facilities.

or

1f. Ask your supervisor to sit in on your activities and observe you in action. After the program is over, evaluate the activities and discuss your evaluation with your supervisor and receive feedback for your evaluation procedures.

Evaluation Criteria

The products you develop must meet the standards outlined by the trainer.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

1. Review the functions and purpose of evaluations. Write in your own words three or more paragraphs why evaluations are important to your camp area.

2. Discuss with co-workers the things one looks for when evaluating an activity. Make a list of at least six things to consider when evaluating an activity.

Unit S-6.3

References

Anderson, Jackson M. "Evaluating Community Recreation," Journal of Health, Physical Education and Recreation, 24. 1953. pp. 25-26, 29, 42.

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Module S-6

Evaluation of the Camp Experience

Unit S-6.4

Self-Evaluation

Content Outline

V. Self-Evaluation

- A. Personal Growth in Unit Supervision, Activity and Programming Skills
- B. Personal Growth in Interpersonal Skills
- C. Personal Growth in Attitudes
- D. Future Training Needs
- E. Acceptance of Evaluation by Others

Trainee Information

There is one (1) performance objective which you must be able to do in this unit before going on to Unit S-6.5. To help you successfully complete the objective, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit S-6.4

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

12. Respond to and submit a self-evaluation to the designated person at the end of the camp season. The questionnaire will include:

    - comments on personal growth in unit supervision, activities and program development skills
    - comments on personal growth in interpersonal skills
    - comments on personal growth in attitudes
    - comments on personal, future training needs
    - comments about personal growth and development from co-workers and supervisor

    (Form E, Self-Evaluation Questionnaire)

Trainee Information

To help you accomplish performance objective 12, you must do two of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Make a list of three self-development goals for each of three areas (examples: program skills, interpersonal skills, and attitude change) you would like to achieve while at camp. Write out procedures for achieving these goals. At the end of each session, submit an estimate in writing on how you are progressing toward achieving your goals.

or

Unit S-6.4

1b. Discuss with co-workers how they estimate their personal growth. Ask for suggestions on how you might improve your unit activities, attitudes, programming skills, and interpersonal skills. Select two aspects in each of three different areas (unit supervision, program skills, interpersonal skills, and attitudes) in which you wish to improve. For example, you are aware or have been made aware that you talk constantly, never allowing others to respond. Your goal might be to be less talkative and become a better listener. Another example is that you are a dynamite arts and crafts specialist but you do not have the patience or leadership skills to work with handicapped persons. A goal might be to better understand what it is like to be handicapped. After you have selected your areas of concern, tell your co-workers what you wish to achieve and ask for their help through constant feedback. At the end of the session, write up the results.

and

1c. During a period of two weeks, write a page describing six personal problem situations within 12 hours of when they occur. Identify each problem as it relates to unit supervision, programming, personal relationships, or attitudes (your values). List what you can do to solve each problem and if the action you choose shows personal growth. Record how you deal with each problem, and determine if and how much personal growth you experienced.

or

1d. Make a chart listing the things you least like about yourself. In the second column, explain in writing why each item is included on your list. In the third column, write what must be done to eliminate or improve each item and lastly, at the end of each two-week session, record how you managed or did not manage to eliminate or improve each item.

Evaluation Criteria

The products you develop must meet the standards outlined by your trainer.

Unit S-6.4

References

Anderson, Jackson M. "Evaluating Community Recreation," Journal of Health, Physical Education and Recreation, 24. 1953. pp. 25-26, 29, 42.

Berger, H. Jean. Program Activities for Camps. Minneapolis, Minnesota: Burgess Publishing Company, 1969. pp. 37-48, 159-164.

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Module S-6

Evaluation of the Camp Experience

Unit S-6.5

Evaluation of the Total Camp Program

Content Outline

VI. Evaluation of the Total Camp Program

A. Participation in Team Meetings to Evaluate Combined Effect of Program Components

B. Assistance in Evaluation of Program Operations

Trainee Information

There is one (1) performance objective which you must be able to do in this unit before completing Module S-6. To help you successfully complete the objective, a variety of activities have been developed. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit S-6.5

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

13. Actively Participate in all team meetings throughout the camping season as directed by the program director to evaluate the combined effect of program components and the overall program operation (communications, coordination, staffing, resources availability, etc.) (Form E, questions 7 and 8 on the "Self-Evaluation Questionnaire").

Trainee Information

To help you accomplish performance objective 13, you must do one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Participate in all team meetings throughout the camping session. Take notes during the meetings. On points of disagreement regarding evaluation, write the pros and cons for each point of view expressed. State the decision reached by the group and then state your own opinion, if different from that of the group. If your opinion is the same as the group's, explain in a paragraph or two why the group's decision is the best decision.

or

1b. Role-play with co-workers a staff team meeting. As a staff member, present a problem that you have been experiencing with one of the campers in your program. The team recommends several possible actions for you to take. One week later, the staff team meets again and you present to the team an evaluation of the results or the recommended actions you took to solve the problem.

Evaluation Criteria

The products you develop must meet the standards outlined by the trainer.

Unit S-6.5

References

Anderson, Jackson M. "Evaluating Community Recreation," Journal of Health, Physical Education and Recreation, 24. 1953. pp. 25-26, 29, 42.

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Heller, John H. "Camp Upham Woods Training Materials" (unpublished materials) Wisconsin Dells, Wisconsin, n.d.

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Post Test

Unit S-6.1

Introduction to Evaluation

Post-Test

1. "An evaluation is a _____ on the results of an activity that is designed to achieve some _____ _____."

2. "The purpose of an evaluation is to assess and _____."

3. Explain the Discrepancy Evaluation Model (DEM).

4. Give two examples in your area and explain how the DEM works.

5. Complete the following camp evaluation forms (make up your information, as realistically as possible, to complete the forms).

   1. Camper Program Evaluation Plan
   2. Recommend Change in Camper Program Plan
   3. Activity Evaluation
   4. Program Area Evaluation
   5. Self-Evaluation Questionnnaire

Answer Sheet

Unit S-6.1

Introduction to Evaluation

Answers to Post Tests

To successfully pass the Evaluation Module Post-Test all five questions must be completed correctly. Questions 1 and 2 have specific answers; questions 3, 4, and 5 may be completed differently. Check answer sheet for guidelines. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

Post Test Answers	Corresponding Performance Objectives
1. judgment, valued goal	P.O. #1
2. improve	P.O. #1
3. answer should include an explanation of expectations, outcomes, and discrepancies and should talk about how discrepancies can be resolved. If the circular diagram (figure 2 in the syllabus) is reproduced as an answer, that would be minimally acceptable. The best possible answer would be both diagrams, figure 1 and 2, plus a written description.	P.O. #1
4. The specialist should designate his/her judgments, results, and valued goals in each example	P.O. #1
5. All five forms should be completed as realistically and as accurately as possible.	
. Camper Program Evaluation Plan	P.O. # 3, 4, 7, 8, 9
. Recommend Change in Camper Program Plan	P.O. #6
. Activity Evaluation	P.O. #10, 11

Unit S-6.1

(continued)

Post Test Answers	Corresponding Performance Objectives
. Program Area Evaluation	P.O. #11
. Self-Evaluation Questionnaire	P.O. #12

Terminology

Terminology

Amputees: Loss of limb, either congenitally or due to an accident. Many of these individuals use artificial limbs (prosthetics).

Architectural Barrier: Physical barriers which make it difficult or impossible for the physically disabled to move about freely with other people, such as: stairs, narrow doorways, soft pathways, high drinking fountains and sinks, etc.

Auxiliary Staff - Are responsible for supportive services essential to efficient and effective operations upon which the total camp program depends which is under the supervision of administrative staff. This would include personnel in the areas of medical concerns; kitchen and food preparation; maintenance of buildings, grounds, and equipment; housekeeping; transportation; and administrative and office functions.

Camp Counselor - Is responsible for planning and supervising the camp experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff. This includes positions such as senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The camp counselor is also responsible to maintain a pleasant, clean and safe environment; to meet campers' personal and safety needs; to prepare reports and inventories; and to work cooperatively with all camp staff to enhance the overall camping experience.

Camp Director - Is responsible for developing, organizing, managing and supervising the personnel and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Camp Nurse - Is responsible for providing health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Camp Secretary - Is responsible for providing secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

Camper - Is any individual who chooses to attend, as a participant, an organized camping program which is designed to meet his/her needs.

Cerebral Palsy (C.P.): A disability due to damage of centers of the brain before or during birth resulting in imperfect control of the muscles and marked especially by muscular incoordination, spastic paralysis, and speech disturbances. It is estimated that more than half of the cerebral palsied are mentally retarded.
The types of C.P. include:

1. Spastic: characterized by jerky and uncertain movements and tightly contracting muscles.
2. Athetoid: typically showing uncontrolled, sprawling, muscular functioning.
3. Rigid: extremely tight muscles and limited, resistive movement.
4. Tremor: uncontrollably shaking limbs.

Competency - Is demonstrable knowledge, skill, or behavior devised from explicit conceptions of camp personnel roles.

Competency-Based Instruction (CBI) - [also competency-based education and performance-based education] - Is an instructional program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies are made explicit and the student is held accountable for meeting the specified criteria.

Competent - Is having the necessary knowledge, skills and judgment to perform a task effectively as measured by a given standard of performance.

Day Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which the campers go for an established period and return each day to their homes. The purpose is the utilization of the natural surroundings to contribute to the overall growth and development of each camper.

Disability - (see physical disability)

Duty - Is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.

Epilepsy - A chronic condition characterized by seizures of varying duration in which there is a loss of consciousness with or without a succession of convulsions. (See petit mal seizures or grand mal seizures.)

Essential Competencies - Are those demonstrable and crucial knowledgeable skills and behaviors camp personnel must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped.

Evaluation or Post Test - Is a procedure designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) after the student has completed a set of learning activities or modules.

Grand Mal Seizures - An epileptic seizure in which there are severe convulsions and loss of consciousness or coma.

Handicap - Is the cumulative results of a physical or mental condition of impairment that interposes an obstacle between the camper and his/her maximum functional level.

Head Cook - Is responsible for supervising and coordinating all activities of kitchen personnel and participating in the preparation, serving and clean-up of meals in the camp.

Job - Is a composite of duties and tasks actually performed by a worker.

Learning Activities - Are instructional activities or experiences made available to the student for the purpose of helping the student achieve (perform) the performance objective or set of performance objectives.

Legg-Perthes Disease: A diminished blood supply to the hip causing the bone to become shorter and the head of the thigh bone to become flat. Given time to heal by keeping weight off the hip usually corrects the problem, but this can take from 12-36 months.

Maintenance Supervisor - Is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operations.

Major Responsibility - Is a grouping of two or more similar duties which are functionally different from other duties.

Module - Is an instructional package containing a set of learning activities called units of instruction and organized to include performance objectives, identified prerequisites, pre-assessment procedures, instructional activities, post-assessment procedures, and a remediation plan and/or activities. The purpose (intent) of a module is to facilitate student acquisition of a competency or group of related competencies.

Multiple Sclerosis: There is an insulating layer of fatty substance over the brain and spinal cord, serving much like insulation over an electric wire and insuring free passage of impulses; in the human, transmission of nervous impulses to the muscles. In Multiple Sclerosis (M.S.), this insulating layer for some reason breaks down, sclerotic patches occur in the brain and spinal cord and this interferes with the proper transmission of nervous impulses. The resultant course of this disease is one of "ups" and "downs", but usually progressing slowly downhill. Because of the damage to the nervous system, coordination, strength, speech, eyesight - one or all may be comprised. This is a rather bizarre disease, occurring much more in the northern area of the United States, Canada, and the Scandinavian countries. It is the crippler of young adults, usually striking the ages of 20-40.

Mutiply Handicapped: Refers to an individual who has more than one handicap, the combination of which makes him unable to benefit from a normal education program.

Muscular Dystrophy (M.D.): There are several different types of muscular dystrophy, which is a genetic hereditary disease which results in a progressive wasting away of muscle. The following are just 2 of the dystrophies.

1. Pseudohypertrophic: The wasted away muscle is replaced by fibrous tissue and fat. This type is transmitted from mother to son. The person may appear to have big muscular calves, buttocks, and shoulders. The disease affects primarily the trunk, shoulders, hips, calves, neck and face muscles. Many die before they are 20 years old, not directly from M.D. but due to the lessening of respiratory functioning. The muscles controlling coughing are affected and thus mucous secretions stay in the lungs where it is warm and moist, creating a condition very conducive to infection and pneumonia. It is most important to guard against colds.

2. Amytonia Congenita (Oppenheim's Disease): This is a non-progressive disorder in which there is a deficiency of the motor cells in the spinal cord which sends the message to the muscles. Because of this deficiency, the muscles are not fully innervated with the resultant weakness and lack of muscle tone. As the person becomes older and bigger, he or she becomes even weaker, but the basic deficit does not get worse, however, it may appear to, due to body growth. As the person reaches full growth, the condition tends to stabilize. The same respiratory precautions as in pseudohypertrophic should be followed in caring for these people.

Organized Camping - Is an outdoor experience which is organized and operated for a specified purpose by professional staff for an identified population. This includes various types of camps including residential, day, school, trip, therapeutic...camps.

Paraplegia: total or partial paralysis of the lower extremities and/or paralysis of parts or part of the trunk. This means the person will have full function of his arms, neck, shoulders and hands. (See quadriplegia.)

Performance Objectives - Is a precise and accurate statement describing the behavior expected of the student as a result of instruction.

Petit Mal Seizures - A mild form of epilepsy in which dizziness or other sensations take the place of convulsions.

Physical Disability - Is an observable condition of physical impairment that can be described by a physician using one of the following five medical classifications: Neuro-muscular, respiratory, cardiovascular/hematological, metabolic, orthopedic or by using the following functional classifications: mobility problems, bowel-bladder control problems, limited or no use of upper limbs, breathing difficulties, communication problems and limited endurance or stamina.

Pre-Test Procedures - Are designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) before engaging in the learning activity(ies) or module.

Prerequisites - Are the knowledge, skills and/or behaviors the student is expected to demonstrate competence in prior to beginning work on a module.

Program - Is everything that a camper does during his/her stay at camp.

Program Specialist - Is responsible for all phases of operation pertaining to a particular program which includes: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. This would include such positions as program director, waterfront director, nature director, arts and crafts director, photography director, etc.

Prosthesis: Replacement of a missing part by an artificial substitute; and artificial organ or part.

Quadriplegia: Refers to paralysis in all four extremities and the trunk. However, the upper extremities and neck are never totally paralyzed. The spinal column has nerves existing from it innervating the muscle. In general, the lower the injury to the spinal cord, the more function is left. A person injured in the neck may be only able to bend his neck, shrug his shoulders, raise his arm, and bend his elbow, whereas a person injured in the low back may only suffer paralysis in the lower parts of his legs. The nerves to the bowel and bladder, unfortunately, exist very low and are almost always affected.

The persons with high involvement may have respiratory problems and the degree of help they will need will vary. Persons who have full use of their upper extremities can do most everything themselves. There is a loss of sensation at the level of the injury also, so pressure sores are a potential problem. A regular diet and plenty of fluids are very important to these people.

Remedial Activities - Are instructional activities which provide the student additional practice or assistance in mastering a specified objective when mastery was not achieved initially.

Resident Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which campers live at one site two or more consecutive nights for the purpose of utilizing the natural surroundings to contribute to the overall growth and development of each camper.

School Camp - Is a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Spina Bifida: "Bifid" means short, thus a "short spine." This is a congenital malformation of the spinal cord and the supporting vertebral column causing the spinal cord to herniate, thus causing paralysis below this point. Most of the time this occurs in the lower back, and the person will have a surgical scar and/or remnants of the "bif." Most people usually have some use of their upper legs and are able to walk with crutches and/or braces. The nerves to the bowel and bladder are always impaired and the person may have a type of urinary receptacle, use suppositories or be on a regular time schedule for bowel movements. Many have slightly enlarged heads due to the trauma to the spinal cord, upsetting the balance of spinal fluid and causing an increase of pressure in the head. This is known as HYDROCEPHALUS and also occurs apart from Spina Bifida. The spinal cord and brain are bathed in spinal fluid which is produced and reabsorbed into the bloodstream in the brain. This fluid circulates up and down bathing the brain and the spinal cord. Due to congenital or developmental defects in this system, blockage of channels, etc., an increase of pressure and a resultant increase in skull size occurs. This can cause neurological and mental damage. The degree of damage will again vary a great deal.

Task - Is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output.) It is measurable, observable and results in a product which is useable by someone other than the performer.

Task Analysis - Is a systematic process through which the tasks a worker performs are identified and organized in a logical manner.

Task Inventory - Is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.

Task Outline - Is a categorical listing of tasks, duties and major responsibilities for a specified occupation.